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Background Paper 13

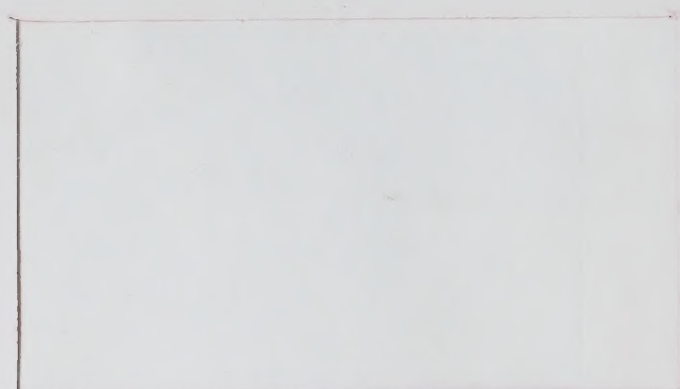
**A STUDY OF SKILL DEVELOPMENT
LEAVE PROGRAMS IN CANADIAN
BUSINESS AND INDUSTRY**

Social Program Evaluation Group

**Skill
Development
Leave Task
Force**

**Background
Paper**

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Background Paper 13

**A STUDY OF SKILL DEVELOPMENT
LEAVE PROGRAMS IN CANADIAN
BUSINESS AND INDUSTRY**

Social Program Evaluation Group

Queen's University

April 1983

This is one in a series of background papers prepared for the Task Force on Skill Development Leave. The opinions expressed are those of the author(s) and do not necessarily reflect the views of the Task Force or the Department of Employment and Immigration.

Abstracts Paper 13
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Acting as consultants, both Alan King and Michael Abbott were heavily engaged in the design of the survey instrument. Alan King, in addition, provided advice on the data collection procedures and part of the analysis of the results. He also interviewed Mr. G. Murtagh of the CLC and, together with Wendy Warren, carried out two of the case studies. Roy Adams was consulted regarding the interpretation of the results.

Wendy Warren, Research Coordinator of the Social Program Evaluation Group, participated in formulating the research proposal and managed most of the administrative tasks connected with the project, including the hiring of support personnel, negotiations with outside agencies and monitoring the data collection. She researched two in-depth case studies with Alan King, wrote the corresponding descriptions in Appendix C, edited the other case study reports, and helped write Chapter 5.

Our two principal research assistants, Vaughan Bentley and JoAnne Barresi, participated in the drafting and pretesting of the survey instruments and in the sample selection process. Also, they carried out a case study each, supervised the telephone interviewers, and conducted a number of telephone

interviews themselves. An additional eleven interviewers in different parts of the country assisted in conducting the telephone survey and succeeded in an impossibly short time-frame. Myrtle MacRae expertly typed several drafts of the survey instrument as well as the report, and handled budget matters.

Without the participation of the management personnel and trainees who willingly gave their time during the case-study visits, as well as the representatives of the 360 firms who participated in the survey, this study would have been impossible.

The two principal researchers collaborated throughout the project and divided responsibilities for specific tasks. LeRoy Whitehead assumed responsibility for the data collection process and summary of the survey results. He also drafted Chapter 2 and researched and wrote up two of the in-depth case studies. Bohumir Pazderka prepared the statistical tables in Appendix B, wrote the bulk of the report, conducted two of the in-depth case study interviews and prepared the corresponding parts of Appendix C.

CHAPTER 1: INTRODUCTION

1.1 Origin and Purpose of the Project

The Social Program Evaluation Group was commissioned by the Skill Development Task Force to prepare a study with two main interrelated objectives: first, to develop an update on selected aspects of skill development leave programs in Canadian business, building upon the work of the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979); and, second, to attempt an evaluation of the viability and acceptability of a number of conceivable leave program alternatives.

The principal approach to both of these tasks was a telephone survey of a sample of Canadian firms, supplemented by eight in-depth studies based on face-to-face interviews and a review of the relevant literature. The project had to be completed under severe time constraints; it is, therefore, by necessity, selective in the choice of issues covered and in the degree of analytical detail.

The concept of "skill development leave"--skill development leave is used throughout instead of educational development leave to coincide with the current terminology which reflects Canadian constitutional realities--in this study is defined to include three type of programs: "day release", "block release", and "extended leave". Precise definitions of each were given on the material accompanying the interview schedule and distributed to potential respondents in advance of the telephone interview (see Appendix A).

The difference between our definition of skill development leave programs and that of the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979), should be noted. Our definitions of the day release, block release and extended leave programs, unlike those of the Commission, explicitly exclude conferences and company retreats. However, the Commission, unlike our research team, excludes information on any employee whose training and development amounted to less than one day in the year (ibid., Appendix B-1, p. 4). The Commission's questionnaire does not seem to distinguish between day release and block release programs. In the text of the report (ibid., pp. 143-160), all statistical summaries of answers to Part II of its questionnaire are discussed within a section entitled "Day Release". Apprenticeship programs are explicitly excluded from our definitions of skill development leave programs. The Commission does discuss apprenticeship in the text of its report within the section on block release programs (ibid., pp. 160-163), but no statistical summaries are provided.

The rest of this chapter is organized as follows: Section 1.2 briefly reviews the salient features of a series of recent government reports relating to skill development leave programs and policies; Section 1.3 outlines selected issues in the economics of skill development and industrial training; Section 1.4 explains the methodology followed in the presentation of this report; and, Section 1.5 provides an outline of the structure of the report.

1.2 Key Problems Identified in Recent Policy Documents

Skill development leave has been the subject of attention of the International Labour Organization (ILO) since the 1950s. It culminated in 1974 in the adoption of a Convention (No. 140) and a Recommendation (No. 148) to the effect that each member country "should formulate and apply a policy... the granting of paid educational leave..." defined as "leave granted to a worker for educational purposes for a specific period during working hours, with adequate financial entitlements." Similarly, UNESCO, OECD, the Council of Europe and other international organizations examined the economic, legal and social aspects of such policies. A number of European countries enacted a legal right to a general educational leave of absence from work (Adams et al., 1979, pp. 2-4; Luttringer and Pasquier, 1980; Sparrow, 1980; O'Malley, 1982).

In Canada, the Canadian Labour Congress in its policy pronouncements adopted the ILO recommendations. Skill development leave clauses have become a part of numerous collective agreements between unions and employers. Skill development programs represent an important part of the activities of various types of employer and employee associations. Lifelong learning and educational leave were dealt with by a number of inquiries into the Canadian education system (Adams et al., 1979, pp. 5-6).

Recently, each of several important government-sponsored reports touched, either directly or indirectly, upon the importance of skill development programs in the current Canadian economic environment. In

the remainder of this section, their attitudes toward the principle of paid skill development leave program and approaches to its implementation are reviewed and compared. The details of financing, selection of participants, specific role of governments, etc. presented in these documents are included in the appropriate sections throughout the text against the background of the statistical findings of this study.

The "Allmand Report" (Parliamentary Task Force, 1981) argues that much of the training acquired in such programs is equivalent to general education and provides transferable skills. For this reason, "the entire financing of this type of training and/or education should not be left to industry and trainees alone" (Recommendation 33). That report stops short of embracing the ILO Convention which proposed a legislated right to skill development leave. It urges the federal government to "encourage, through enriched tax incentives... paid educational leave for training, retraining and upgrading, when such programs are directed at skill shortages and selected employment opportunities" (Recommendation 66; emphasis added).

The "Dodge Report" (Task Force on Labour Market Development, 1981) in its wide-ranging detailed examination of the adequacy and structure of training in Canada did not deal with "skill development leave programs" per se at any length. While recognizing the transferable skill problem, it rejected the notion that private employers, as a group, should be forced to bear the cost of training for transferable skill by means of a "levy/grant" mechanism advocated elsewhere (e.g.,

Adams et al., 1979, pp. 227-230). The main ground for this rejection is equity--private employers should not be required to pay for development of transferable skills when the public sector finances other forms of general training (Task Force on Labour Market Developments, 1981, p. 166). A subsidiary reason is the administrative complexity and mixed experience of other countries with such mechanisms (ibid., Appendix B). The Dodge Report (ibid., p. 172) does, however, encourage a serious consideration of a financial incentive for participants in skill development leave program, i.e., a Registered Educational Leave Plan (recommended in Adams et al., 1979, pp. 233-234).

Similarly, the Task Force on Microelectronics and Employment (1982) views training, retraining and higher education as shared cooperative responsibilities. It advocates "negotiating educational leave provisions in collective agreements" (ibid., pp. 17-18), but does not propose that such provisions be made a legal right. It concludes that the employer cannot be expected to bear the entire burden of training and retraining; this should be shared among unions, employers, governments and educational institutions (ibid., p. 65).

On the other hand, the Economic Council of Canada's 1982 document In the Short Supply: Jobs and Skills in the 1980's recommends that Canada ratify the ILO Convention No. 140 on paid educational leave. It further proposes that the federal and provincial governments, along with industry and labour, consider the means for its implementation and that issues such as eligibility, safeguards from abuse and funding

arrangements be closely examined (Economic Council of Canada, 1982, p. 101).

1.3 Selected Issues in the Economics of Skill Development and Training in Industry

Unsatisfied demand for certain skills forces employers to respond in one of three ways: (a) provide an inducement in the form of higher remuneration in order to attract individuals with such skills away from other employers; (b) reduce the skill requirements (standards) for the jobs in question; (c) provide more training to existing employees and thus enable them to satisfy the excess demands. The first type of response is inflationary, and the second reduces the productivity of the firm and of the economy. Both, thus, lead to socially undesirable outcomes, even though from the firm's point of view either response (or both) may be optimal. Hence, as in other cases of divergence between privately and socially desirable outcomes, there may be scope for government intervention.

A concise review of the formal theoretical models of training decisions by firms is found in Simpson (1983). It shows that the amount of industrial training (i.e., provided by firms) will be higher: the higher the worker productivity per unit of training; the higher the initial productivity of the trainees (since high productivity indicates that these workers are likely to absorb additional training more efficiently than others); the lower the unit training costs; the lower the provincial minimum wage relative to the firm's wage rate (since the excess of the trainees output over the cost of training to the firm is smaller if the firm has to pay a high

minimum wage); and the lower the degree of unionization of the labour force (since unions generally raise wage rates and thus have an effect similar to the minimum wage legislation). The length of training in skills specific to the firm will be shorter the higher is the rate of employee turnover (since the benefits to the firm will be reduced relative to the cost of training).

A major deterrent for private firms' involvement in training is the "portability" of most skills (as recognized by all of the reports reviewed in Section 1.2). In the event the newly-trained employee is hired away by another employer, a classic case of "externality" arises: the private costs of the firm providing the training exceed its private benefits. Hence the supply of such training will be reduced to a level which is suboptimal from the social point of view. The firms may therefore have to be induced to supply more (by subsidization of their training programs) or other firms may have to be forced to contribute to the cost of training of those employees they hired already fully trained by others (hence the levy/grant proposals). An additional deterrent making private firms reluctant to invest in training is uncertainty about future manpower needs, future trends in demand, etc.

At the same time, training bestows benefits on society as a whole, not just on a particular employer (e.g., by making the labour force more flexible and thus economic adjustment easier). Finally, if equity is considered an important objective of government policy, subsidization of training by governments may be a cost-effective means

of achieving this objective. (A summary of the theoretical arguments for government intervention in industrial training and a brief assessment of some current Canadian government programs are found in Simpson, 1983, pp. 18-24.)

On all of these grounds, the Economic Council of Canada (1982, p. 80) concludes that "the case for government involvement on a selective basis is persuasive, on balance." Government assistance can clearly be expected to be more important in influencing the firms' decisions to establish a long-term program than a short-term one. And the data do indeed show that government funding of private skill development leave programs was more than three times more frequent in 1980 in programs lasting 52 weeks or longer than in those lasting less than one month (ibid., p. 84).

1.4 Research Design and Presentation of This Report

The core of this report is the presentation and interpretation of the statistical results of the telephone survey and in-depth case studies. The information presented here comes from one of the only two recent Canadian surveys of this kind. The other survey summarized by Betcherman (1982), covered a considerably larger number of respondents (1,354 firms), but that part of it which deals with skill development leave programs is much narrower in scope and does not contain any findings on attitudes of the business community towards various features of such programs and related policies.

The published academic literature explicitly dealing with skill development programs narrowly defined is almost non-existent. However, such programs have many aspects in common with other types of training. We therefore refer, whenever appropriate, to published findings on the costs and benefits of other types of training programs, their impact on labour relations, their place in the spectrum of manpower policies, etc. The bulk of such references made throughout the text are, of course, to the various reports reviewed in Section 1.2.

It was not a part of our mandate to undertake an evaluation of foreign experience with skill development leave programs. Nevertheless, we considered it important to gather as much information as was feasible within our limited time frame and resources. The results of our search and review of the relevant literature are employed throughout the report by means of brief references to published sources. Their main function is to compare (contrast) our findings with those of others and place them into a broader context.

We interpret the central part of our task to be a capturing of the spirit and attitudes of the Canadian business community to the idea of skill development leave. The potential acceptance of various policy initiatives in this area and reactions to specific features of the design of such programs receive our primary attention. Accordingly, we do not deal with development of technical details of such matters as funding schemes, etc., nor do we provide a complete, cohesive set of policy guidelines and recommendations.

1.5 Organization of the Report

Chapter 2 discusses in detail the statistical design, sampling procedure, and information about the universe of the respondents. It distinguishes the three samples utilized for the three related tasks of the study: review of existing programs, survey of attitudes toward proposed features of new policy initiatives, and in-depth studies. There follows a discussion of the interviewing process, interpretation of the response rates, and the chapter concludes with a description of the resulting sample.

In Chapter 3, we review the survey's findings as to the skill development leave programs currently in place. The presentation follows broadly the sequence in which the various program characteristics were handled in Part III of the interview schedule (see Appendix A). The various sections of the chapter and statistical tables in the text are cross-referenced both to the relevant question in the interview schedule and to the appropriate table in the statistical summary of the answers (Appendix B). An analogous arrangement in Chapter 4 deals with Part II of the interview schedule which contains reactions of the sample firms to various aspects of possible policy initiatives.

Chapter 5 presents highlights of the eight in-depth case studies, organized by theme, and the content of the CLC interview. The complete text of the studies, separate for each of the eight firms selected for in-depth analysis, is in Appendix C. The conclusions of our study take the form of "policy implications" rather than "recommendations". They

are mainly based upon the results of our survey with limited incorporation of other information, and are presented in Chapter 6.

CHAPTER 2: SOURCES OF INFORMATION

2.1 Selection of the Samples

The design of the study called for collection of data from three samples of firms. Basic requirements were that firms to be included in any of the samples operate in Canada, have 100 or more employees, and be included in one of the following eight industrial categories: (1) mining; (2) construction; (3) manufacturing; (4) transportation, communications and other utilities; (5) wholesale trade; (6) retail trade; (7) finance, insurance and real estate; and (8) services.

2.1.1 The First Sample

The first sample (of 400 firms) was selected for a survey of opinions on some possible characteristics of a national skill development leave program. The sample was drawn according to the research team's specifications by Dun and Bradstreet Canada Ltd. from that firm's computerized listings of Canadian firms. The sample was stratified, with random selection within each of 32 cells created by the eight industry groups, with four firm-size categories within each group. The size categories were: (1) 100-199 employees, (2) 200-499 employees, (3) 500-4,999 employees, and (4) 5,000 employees or more.

The number of sample firms to be selected in each size category was weighted to reflect the estimated total number of employees in each category. However, it was not possible to make the weighting strictly proportional to the total number of employees. To do so

would have required the selection of more firms in category four than existed in the file, and the numbers of sample firms assigned to the two lower categories would have been insufficient to adequately represent all of the cells. The final weights were adjusted to take into account these difficulties. In the resulting sample, therefore, the two lower-size categories are slightly overrepresented and the two higher-size categories are somewhat underrepresented. Within each size category, the assigned numbers of sample firms were distributed among the eight industry groups in the same proportion as the distribution of the population of firms. For each firm selected in the sample, two additional firms were randomly selected from the same cell as alternates in the case of non-response. (Due to the techniques employed to achieve randomness in the selection, and the uneven numbers of firms represented in certain cells, the second alternate could not be selected in a small number of cases.)

2.1.2 The Second Sample

The design of the study called for a descriptive analysis of a sample of 100 skill development leave programs currently in operation. The research team's estimate was that the survey of the above 400 firms would identify between 50 and 80 firms currently operating skill development leave programs as defined in the study. This number of firms was then to be augmented to bring the total number of firms with programs up to 100. However, the sample of 400 contained 188 firms currently operating programs. These firms constitute the second sample.

2.1.3 The Third Sample

The research team undertook to prepare eight in-depth case studies of extensive, well-developed skill development leave programs.

Firms were selected from a list of suggestions made by members of the Task Force and augmented from other sources to represent a variety of industry groups, firm sizes, and geographic locations.

The selection process was iterative, i.e., the research team continued to select and approach firms until the full quota of eight firms agreed to participate. Some of the eight were also included in the first and second samples. The purpose of the in-depth case studies was to provide information which would both supplement and validate the interpretation of data gathered in the two larger surveys.

2.2 The Data-Gathering Process

The design of the study called for the information-gathering to be conducted by telephone. A mail-out questionnaire was considered impractical because of the time required and the probability of a low response rate, while the cost of on-site interviews would have been prohibitively high.

An initial draft of an interview schedule was pretested at the conference of the Canadian Occupational Projection System held in Hull on January 18, 1983. On the basis of the input from conference delegates and subsequent discussions with members of the Task Force and their support staff, two versions of a revised interview schedule

(both in English and French) were prepared: one (abbreviated) to be mailed in advance to intended respondents, and one (longer) for use by telephone interviewers.

A copy of the interview schedule, accompanied by a covering letter, was mailed to each of the 400 firms in the first sample a week before telephoning was to begin. Both English and French versions were mailed to firms located in Quebec. The purpose was to solicit participation in the study, and to give the respondents an opportunity to assemble the required information.

The Dun and Bradstreet listings provided the name of the chief executive officer for each firm. While this choice seemed satisfactory for smaller firms, it was unsuitable for larger firms. A listing of a limited number of large firms, maintained by the School of Business at Queen's University, provided the names of executives in charge of personnel. Where possible, these names were substituted for the names of the chief executive officers. As expected, in many cases the solicitation was delegated by the recipient to another officer, and the interviewers faced the added task of identifying and contacting the authorized individual.

The alternate firms required special treatment. Advance mailings could not be sent to them "en masse", since it was not possible to know in advance which of them would be called upon. It seemed inappropriate to mail materials requesting participation and the assembly of information to firms which might not be contacted at all.

The alternate firms were sent the documentation as and when the first-choice respondents refused cooperation. Typically, an attempt was made to establish their willingness to participate by an advance telephone call. In some cases, time pressure dictated that the telephone interview be conducted without the respondent's prior access to the interview schedule. In retrospect, these arrangements seem to have worked satisfactorily, without prejudice to the quality of the data.

In order to minimize the long-distance charges, telephone interviewers were located in four centres: Calgary, Toronto, Kingston, and Montreal. The interviewers located in Kingston were trained by members of the research team. A research assistant who had been involved in the project from its early stages trained interviewers operating from Toronto and remained there for some time to oversee their work. Another research assistant performed the same duties in Montreal.

The single interviewer operating from Calgary was identified and hired through research contacts at the University of Calgary and a lengthy orientation and training session was conducted by telephone. In general, this procedure proved satisfactory.

In total, including the two research assistants, thirteen part-time telephone interviewers worked on the project at various times over a period of four weeks. The original project schedule called for

telephoning to be completed within two weeks, based on initial estimates of two or three callbacks in order to obtain each interview. The anticipated interview length was ten minutes for firms without programs, and 25 minutes to 30 minutes for firms with programs. In practice, more than three callbacks were often needed to obtain an interview or to establish a firm's (un)willingness to participate. Interviews of firms without programs required 20 minutes, and interviews of firms with programs 40 to 45 minutes. Also, as mentioned in Section 2.1, the proportion of firms requiring the longer interviews was much higher than anticipated.

The general procedure was for interviewers to call first the firms listed in the original sample. If a firm declined to participate, or if, after five or six callbacks, an interviewer was unable to obtain a decision, he would move to the first alternate firm, repeat the process and then move to the second alternative, if necessary. If the second alternate firm declined to participate, no further alternate calls were made with respect to that member of the original sample. In those few cases where a second alternate firm was not available, interviewers used their discretion to select an unused alternate firm from another size category, but in the same industry group.

The interviewers in each of the four centres exhausted their samples, i.e., made all permissible calls under the procedural rules outlined above. As a result of the vast number of calls made, 364 firms participated in full or partial interviews. Four of the interviews were later disqualified for various reasons, leaving a total of 360

acceptable interviews out of an original target of 400. Many more than 400 firms were actually contacted, and many more than 36 firms declined to participate.

The interview schedule was unusually lengthy for a telephone interview. This was particularly true in those cases where firms responded both to the opinion survey and the survey of existing skill development leave programs. As a result, some respondents excused themselves from the balance of the interview when they ran out of time. Certain questions in the portion of the interview schedule intended to survey existing programs were designated by the research team as having a higher priority than others. Interviewers were instructed to use their discretion in skipping some questions in order to include as many of the higher priority questions as possible before the interview ended prematurely.

The eight in-depth case studies were prepared after one-day, on-site visits by the research team members. Lengthy interviews were held with firm executives, including the director of training and development, and others as appropriate. These interviews covered all of the questions asked in the telephone surveys, plus additional elaborations. Shorter interviews were held with union representatives in the case of a few unionized firms, and with recent participants in skill development leave programs. The purpose of the shorter interviews was to provide a different perspective on the information obtained from firm executives.

In addition, an interview was conducted with Mr. G. Murtagh, Coordinator, Program Development of the Canadian Labour Congress.

2.3 Interpretation of Response Rates

In large surveys of this type, it is difficult to know whether the responding sample firms are in any significant way different from the non-responding sample members. The time and budget restrictions imposed on the study did not permit a secondary study to determine whether such differences exist.

The reasons most commonly given for refusal to participate included the following:

1. The executives contacted by the interviewers were too busy at the time of the survey. In some cases, they offered to be interviewed at a later time, but typically the proposed alternate time would mean extending the deadline for completion of the survey.
2. The individual qualified to answer the interview questions was unavailable within the data-gathering period.
3. Some firms declined to respond to any surveys as a matter of policy.
4. Some firms refused to participate in this particular survey because they felt it was "a waste of time," "a waste of money," or were in fundamental disagreement with the idea of legislation implementing skill development leave programs or similar policies.

By way of elaboration on the last point, it should be emphasized that the interviewers encountered a considerable degree of genuine hostility, both from respondents and from those who refused to

respond. In some cases, the hostility was directed toward government "interference" in general, in other cases toward the idea of legislated skill development leave programs and policies in particular. In many cases, comments made by the respondents bordered on the irrational. It seems safe to say that the subject of the survey was perceived by some of those contacted as a very sensitive, even emotional issue.

It quickly became evident that very few firms were able to provide the regional breakdowns requested, or breakdowns according to the employee categories indicated in the interview schedule. Most commonly, the firm did not keep track of the information or did not have it in the format requested. In many instances, larger firms described their training and development operations as too decentralized for the central office to be able to supply the information.

2.4 Statistical Characteristics of the Resulting Sample

The target sample size was 400 firms; responses were received from 360 firms, i.e., the sample analyzed here represents 90 percent of the target.

The response rate varies from industry to industry (Appendix B, Table 1), from the lowest of 46.6 percent in Services to the highest of 100 percent in Mining, Manufacturing, Wholesale Trade, and Finance, Insurance and Real Estate.

Variations across firm sizes are much smaller--from the lowest of 72

percent for firms with 5,000+ employees to the highest of 96 percent for firms with 500-5,000 employees.

It should be noted that our final sample includes firms with less than 100 employees, although this was not originally intended (the original anticipated cutoff point was 100 employees). This outcome is the result of the use of the Dun and Bradstreet listing of Canadian corporations as the master list for target population of firms. It appears that several developments account for the discrepancy between the Dun and Bradstreet list and the final size composition of our sample: (a) layoffs reduced the employment in some firms; (b) some firms divested parts of their operations between the period in which the Dun and Bradstreet list was compiled and the period our survey was conducted; and (c) in some cases, the Dun and Bradstreet list included the consolidated operations of multinational corporations while our survey covered the more appropriate target of Canadian operations only.

The distribution of sample firms by industry, firm size and number of employees is indicated in Tables 2-1 and 2-2 below.

TABLE 2-1: DISTRIBUTION OF SAMPLE FIRMS BY SIZE

Number of Employees	Sample Firms	Percentage
		Sample Employees
- 99	6.1	0.2
100 - 199	19.4	1.2
200 - 499	24.4	3.4
500 - 4,999	40.0	27.6
5,000+	10.0	67.7
Total	100.0	100.0

Source: Appendix B, Tables 2 and 4.

TABLE 2-2: DISTRIBUTION OF SAMPLE FIRMS BY INDUSTRY

Industry	Sample Firms	Percentage
		Sample Employees
Mining	4.2	10.7
Construction	4.2	0.6
Manufacturing	34.2	17.2
Transportation, Communication and Other Utilities	6.4	26.1
Wholesale Trade	6.4	1.8
Retail Trade	9.4	14.2
Finance, Insurance and Real Estate	16.4	19.9
Services	13.3	6.4
Unidentified	5.5	3.2
Total	100.0	100.0

Source: Appendix B, Tables 2 and 4.

CHAPTER 3: SKILL DEVELOPMENT LEAVE PROGRAMS CURRENTLY IN PLACE

3.1 Incidence of Programs and Participation

3.1.1 Incidence of programs

All Types of Programs

Of the 360 sample firms, 188 reported at least one type of skill development leave program, i.e., 52.2 percent rate of incidence (Questionnaire, Part I, Question 3). There is considerable variation in incidence of programs both by type of industry and by firm size, but less so by region. (Any regional breakdowns reported in this study have to be interpreted with care, since the responses to our questionnaire were made by headquarters of the firms, not by individual establishments.)

TABLE 3-1: INCIDENCE OF PROGRAMS BY INDUSTRY

<u>Industry</u>	<u>Percentage of Firms with Programs</u>
Mining	73.3
Construction	26.7
Manufacturing	52.8
Transportation, Communications and Other Utilities	60.9
Wholesale Trade	60.9
Retail Trade	44.1
Finance, Insurance and Real Estate	57.6
Services	52.1
Unidentified	40.0
Total	52.2

Source: Appendix Table 5.

TABLE 3-2: INCIDENCE OF PROGRAMS BY FIRM SIZE

<u>Firm Size (Employees)</u>	<u>Percentage of Firms with Programs</u>
- 99	31.8
100 - 199	30.0
200 - 499	50.0
500 - 4,999	61.1
5,000+	77.8
Total	52.2

Source: Appendix Table 5.

TABLE 3-3: INCIDENCE OF PROGRAMS BY REGION

<u>Region</u>	<u>Percentage of Firms with Programs</u>
Atlantic Provinces	40.0
Quebec	51.3
Ontario	53.1
Western Provinces	53.1
Total	52.2

Source: Appendix Table 6.

Of the three types of programs (Questionnaire, Part III, Question 1, answers summarized in Appendix Table 9), the day release and block release have roughly the same frequency: day release was operated by 42.5 percent of sample firms and block release by 41.4 percent of sample firms. Extended leave programs, on the other hand, are considerably less frequent and are primarily found in the largest firms. While their overall incidence is 9.2 percent, they range from 0 percent in the smallest firms to 36.1 percent in the largest firms (over 5,000 employees). By industry, the lowest incidence of

extended leave programs is in Retail Trade (2.9%) and the highest is in Mining (26.7%).

Employees Seeking Training on Their Own Time

The overall incidence of such programs is 76.5 percent, ranging from the lowest of 40 percent in Construction to the highest of 84.7 percent in Finance, Insurance and Real Estate. By firm size, the lowest incidence is again in the smallest firms (40.9%) and the highest in the largest firms (91.4%). (Responses to Question 4, Part I of the Questionnaire, summarized in Appendix Table 7). Our survey was not designed to investigate this aspect of industrial training any further. It seems obvious, however, that the high reported incidence of these activities includes cases ranging from true "sponsorship" of such programs by firms to merely "tolerating" such employee activities with no cost or effort expended by the employer.

Apprenticeship Programs

The reported incidence is considerably lower than that of either of the two types of programs discussed above (Questionnaire, Part I, Question 5, summarized in Appendix Table 8). Overall, only 40.1 percent of the sample firms report operating apprenticeship programs from the lowest incidence of 27.1 percent in Services ranging to the highest rate of incidence in Mining and Construction (60%). The smallest firms report the lowest (18.2%) and the largest firms the highest incidence (72.2%).

Provisions for Education and Training (Not Job-related)

Some 25 percent of responses to a question designed to establish what types of non-job related programs are offered (Question 15, Part III of Questionnaire) identified "general, social and civic education" and an additional 18 percent listed "labour studies". (The reported incidence of "labour studies" is much higher than the share of programs initiated by collective agreements reported in Appendix Tables 29 and 30. One possible explanation is that responses for Question 15 included all programs, while responses for Question 18 excluded those operated by the unions.) A very small proportion of the answers (2.2%) reported "other" types of studies (typically first aid, driver education, and French). Appendix Tables 25 and 26 show considerable variation both across industries and across firm sizes. The highest incidence of these offerings is in Transportation, Communications and Other Utilities, followed by Manufacturing and Wholesale Trade. The large firms have by far the highest incidence, while almost no such programs are found in firms with less than 200 employees.

Comparison with Findings of Other Studies

The Commission of Inquiry on Educational Leave (Adams et al., 1979) found that between 27 and 32 percent of the responding firms had day release programs in 1978 (*ibid.*, p. 144) and between 8 and 9 percent of responding firms had extended leave plans (*ibid.*, p. 170). These figures are, of course, not strictly comparable with ours, given the differences in definitions indicated in Section 1.1. The Allmand Report (Parliamentary Task Force, 1981, p. 32) quotes "some

witnesses" who stated that "less than 20 percent of industry is involved in any kind of thorough training programs".

The Human Resources Survey conducted by the Economic Council of Canada (Betcherman, 1982) covered both formal and informal training activity defined as "the worker's acquisition of vocational skills to directly improve future productivity", including apprenticeship programs (ibid., p. 49). The only stated exclusions were safety and orientation training. Its findings were as follows:

TABLE 3-4: INCIDENCE OF SKILL DEVELOPMENT PROGRAMS ESTABLISHED BY THE HUMAN RESOURCES SURVEY (1979)

Type	Percentage of Establishments That Reported Training
Some Training	61.7
Programs Lasting:	
- at least 3 months	35.1
- at least 1 year	20.3
- at least 2 years	14.6

Source: Betcherman (1982), p.50.

The major reason for this much higher incidence of programs is, presumably, the inclusion of apprenticeship and informal programs. (An offsetting factor is Betcherman's low cutoff point with respect to firm size--his sample includes firms with more than 20 employees.) The Western provinces reported slightly higher incidence than Ontario and the Atlantic region, while the incidence in Quebec was substantially lower: 72.7 percent of respondents in the West reported training while only 43 percent in Quebec (ibid., p. 50).

Betcherman's results also show that the incidence of the "some training" category is independent of the level of wages and salaries in the establishment. However, higher-paying establishments were most likely to undertake longer term training (ibid., pp. 51-52).

No clear pattern emerged between the incidence of training and such characteristics as the age of the establishment (for how long it had been in operation prior to the survey). The one exception was establishments in operation for less than two years, which reported lower incidence. Firms located in large urban centres were more likely to carry out long-term training than firms elsewhere, most likely as a reflection of the greater pool of skilled labour available in the large urban markets.

The training rates among unionized firms were very similar to those among non-unionized firms. However, Betcherman cautions that this finding is incomplete without a more detailed knowledge of the role of the employee associations in the design and implementation of programs (ibid., p. 52).

3.1.2 Participation in Programs

As is evident from Appendix Table 5, summarizing responses to Question 3, Part I of the Questionnaire, over 52 percent of the sample firms reported operating at least one type of program. Some 18 percent of the employees of firms with programs actually participated in 1982. The participation rates vary considerably both across industries and across firm sizes. A typical participant spent, on the average, 4.3

days in skill development programs in 1982. (This is a weighted average of the number of days reported by sample firms for all programs where the weights are the numbers of participants in each firm.) Our Questionnaire did not inquire about the content of the training programs. The rather short average length suggests that a considerable proportion of the training activities reported here is likely to be basic orientation of new employees. Again, there are considerable variations across industries and firm sizes:

TABLE 3-5: PARTICIPATION IN PROGRAMS BY INDUSTRY

Industry	Percentage of Work Force Participating	Number of Days Spent
Mining	21.9	4.1
Construction	6.8	5.2
Manufacturing	9.0	6.3
Transportation, Communications and Other Utilities	35.3	2.3
Wholesale trade	23.1	4.6
Retail Trade	4.3	3.0
Finance, Insurance and Real Estate	20.6	4.7
Services	25.9	4.9
Unidentified	10.1	4.4
Total	18.1	4.3

Source: Appendix Tables 10 and 14.

TABLE 3-6: PARTICIPATION IN PROGRAMS BY FIRM SIZE

Firm Size	Percentage of Work Force Participating	Number of Days Spent
- 99	9.2	6.0
100 - 199	5.7	4.4
200 - 499	23.6	9.5
500 - 4,999	21.0	4.3
5,000+	16.3	4.1
Total	18.1	4.3

Source: Appendix Tables 10 and 14.

The participation of the female work force (Questionnaire, Part III, Question 3, summarized in Appendix B, Table 11), was slightly higher than the overall participation (21.3%). (This is an unweighted average since the numbers of female participants were not available.) The inter-industry patterns of female participation are, however, considerably different from the overall participation: Retail Trade has one of the highest participation rates (40.8%) while Finance, Insurance and Real Estate firms reported the lowest rate (7.8%). The breakdown of participation rates by employee category is not reported here, since the amount of information on this subject generated by our telephone survey was too limited to permit reliable generalizations.

Combination of the participation rates reported in Appendix B, Table 10 and the average number of days a participant spent in the programs reported in Appendix B, Table 14 suggests the following ranking of industries in terms of the extent of their skill development leave programs:

TABLE 3-7: RANKING OF INDUSTRIES BY PARTICIPATION RATES

Industry	Participation Rate	Number of Days
	Rank	Rank
Transportation, Communications and Other Utilities	1	8
Services	2	3
Wholesale Trade	3	5
Mining	4	6
Finance, Insurance and Real Estate	5	4
Manufacturing	6	1
Construction	7	2
Retail Trade	8	7

Source: Appendix B, Tables 10 and 14.

The participation rates reported here are very similar to those found by the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979). According to the Commission's survey, in firms with plans, 22.1 percent of employees participated in day release programs. The executive, professional and managerial employees participated to a greater degree than non-office employees and there was little difference between male and female employees. The average number of days a trainee spent in a program was seven (ibid., p. 148).

Participation in extended leave programs surveyed by the Commission ranged from 2.7 percent for executive, professional and managerial employees to 1.2 percent for office employees (ibid., p. 171) and the average length of leave was seven to eight months (ibid., p. 175).

The Economic Council of Canada's Human Resources Survey did not calculate participation rates comparable to the concept discussed here. It reports, however, that the largest percentage of programs carried out were training the "Product Fabricating and Repair" occupational category (19.4%), the next largest the "Clerical" (16.4%), the "Sales" (11.4%), the "Managerial" (10.8%) category, etc. (Betcherman, 1982, pp. 53-54). The programs surveyed were rather short: 23.1 percent of them lasted one week or less. As far as the occupational breakdown is concerned, the majority of programs for both Managerial and Service personnel lasted one week or less and so did more than 40 percent of programs for the Sales, Science and Engineering and Clerical categories. The longest training periods were reported for occupations in Product Fabricating and Repairs, Machining and the Construction trades (ibid., pp. 55-56). This pattern, of course, is due to the inclusion of apprenticeship programs in the Human Resources Survey.

3.1.3 Discontinued Programs

In total, 351 firms responded to Question 6 in Part I of the Questionnaire (answers summarized in Appendix B, Table 55). Of these, 12.5 percent reported that they had discontinued some programs during the past four years. The proportions of firms reporting discontinued programs by industry and by firm size were as follows:

TABLE 3-8: INCIDENCE OF DISCONTINUED PROGRAMS BY INDUSTRY

Industry	Percentage of Firms Reporting Discontinued Programs
Mining	46.7
Construction	13.3
Manufacturing	15.6
Transportation, Communica- tions and Other Utilities	8.7
Wholesale Trade	0.0
Retail Trade	3.2
Finance, Insurance and Real Estate	16.1
Services	2.2
Unidentified	1.5
Total	12.5

Source: Appendix B, Table 55.

TABLE 3-9: INCIDENCE OF DISCONTINUED PROGRAMS BY FIRM SIZE

Firm Size	Percentage of Firms Reporting Discontinued Programs
- 99	5.3
100 - 199	7.5
200 - 499	11.4
500 - 4,999	14.1
5,000+	22.9
Total	12.5

Source: Appendix B, Table 55.

The main cited reasons for discontinuance were financial difficulties or economic circumstances, including staff cutbacks. In a small number of cases, the reason given was program ineffectiveness or

lack of interest.

3.1.4 Criteria for Selection of Participants

The Questionnaire (Part III, Question 4) provided for three specific criteria for selection of participants by the respondent firms: (1) Minimum Length of Employment with the Firm Prior to Application; (2) Admission Tests; and (3) Specified Minimum Educational Background. The vast majority of responses (66.5%) indicated that criteria "Other" than the above are employed. Very few specific alternatives were mentioned. It seems fair to generalize that most firms do not have a formalized procedure for selection of applicants. The reason, presumably, is the desire on the part of management to maximize the scope for exercise of the supervisors judgement, which is best accomplished in the absence of binding decision criteria. As shown in Appendix B, Table 12, among the criteria envisaged in the questionnaire, "Minimum Length of Prior Employment" is by far the most frequently employed (22.0% of responses), followed by "Minimum Educational Background" (7.1%) and "Admission Tests" (4.4%).

The variation across industries is considerable, with Mining firms reporting 100 percent "Other" criteria and Manufacturing only 57.8 percent "Other" criteria. The variation across firm sizes is considerably less pronounced and does not seem to follow any obvious pattern (Appendix B, Table 13).

3.2 Costs of Programs and Their Financing

3.2.1 Employee Compensation While Participating in Programs

All 155 firms reporting on their day release programs paid 100 percent of regular pay and benefits. All but two of the 148 firms reporting on their block release programs also paid 100 percent of regular pay and benefits (the two exceptions guaranteed 100 percent of benefits, but no pay). One firm employed "ad hoc procedure" both for day and block release programs. (Questionnaire, Part III, Question 6).

Only 31 firms reported their treatment of employees on Extended Leave programs. Of these, 17 paid 100 percent of pay and benefits; the others reported a variety of procedures, ranging from "zero" and "zero pay plus 100 percent benefits" through "100 percent benefits plus living allowances" to reduced pay (between 50% and 62.5% of regular pay).

3.2.2 Distribution of Program Costs

With very few exceptions, the employees participating in all three types of programs are not required to bear any direct costs (Questionnaire, Part III, Question 7). The exceptions range from requiring the employee to pay some or all of the cost of books, accommodation and transportation to 100 percent of all costs. The requirement that employees contribute toward the costs are slightly more frequent for extended leave programs than for the other two types.

Direct government subsidization of programs was reported very infrequently (Questionnaire, Part III, Question 8) and numerical information given was very imprecise (typically a wide range). This result is most likely due to the conceptual difficulty of defining the "government contribution". (For example, does it include tax write-offs of program costs and if so, how are they allocated among the various programs operated by a typical firm? How does one treat access to government-financed training and educational facilities?)

The vast majority of respondents (82%) indicated that the employee compensation and his portion of the cost of program participation in no way depends on his success or failure in the program (Questionnaire Part III, Question 9). Failure may, however, affect prospects for future promotion and thus income in the long run. In eighteen cases (11% of the total of 161 responses) the firm will reimburse the employee for his costs of the program only if he passes. In two cases, the respondents reported that failure in the program may result in loss of job.

The reported estimates of company costs (response to Question 17, Part III summarized in Appendix Table 28) range from 0.03 percent to 10 percent of the firms' payroll cost. This vast variation is probably much more a reflection of differences in accounting for all of the direct and indirect costs of programs than variations in the true magnitudes of resources spent on them.

Betcherman (1982, pp. 58-60) discusses at some length the

difficulties of estimating the company costs of training and the consequences of the lack of standardized accounting procedures. Since his definition of training programs includes apprenticeship, his cost figures are in no way comparable to our results. The wide range of estimates he obtained as a function of a variation in accounting procedures confirms that the cost magnitudes reported by our respondents are very likely substantially underestimated.

Specific items likely to be ignored by respondents in estimating their costs of training include (Simpson, 1983, p. 10): the cost of substandard workmanship by trainees, the proportion of supervisory labour costs and of personnel management expenditures attributable to training, and the cost of the capital equipment (classrooms, workshops). Simpson (ibid., pp. 10-16) provides a review of various published estimates of the costs of industrial training in Canada and of the available sources of information.

Betcherman's finding is that 20.2 percent of the programs operated by private firms received financial assistance from public sources. Again, it should be kept in mind that his programs are defined to include apprenticeship.

3.2.3 Backup Provisions for Replacement of Employees Temporarily Absent on Skill Development Leave Program

A large majority of firms of all sizes in most industries reported no specific provisions to replace employees temporarily absent to participate in a program (response to Question 11, Part III, summarized in Appendix Tables 17 and 18). Over 56 percent of the

responses were to the effect that "other employees cover for the absent trainee" and an additional 15.9 percent of responses indicated that no provisions for substitution are made nor do other employees cover. As for the remainder, 16.7 percent of responses indicated that the substitute receives the same or higher salary and 11.4 percent indicated lower salary. As shown in Appendix Tables 17 and 18, variations across industries are substantial (no substitution at all in Construction industry, but 35 percent of responses indicating substitution taking place in Manufacturing). The larger firms tend to substitute to a greater extent than the smaller firms.

As expected, the answers suggest that replacement is less likely in the case of managerial or professional categories than in the case of blue-collar workers.

3.2.4 Impact of Absence of a Trainee on Productivity/Output/Quality

The vast majority of firms observed only "some reduction" (46% of responses) or "no change" (36.8%). Only 3.4 percent of answers claimed "substantial reduction", but these observations are narrowly-based (Wholesale Trade and to some extent Manufacturing). These findings (responses to Question 12, Part III of Questionnaire, summarized in Appendix Tables 19 and 20) are eminently sensible and conform to the observations made in face-to-face interviews conducted during the eight in-depth case studies. An employer will conduct a skill development leave program only if the costs are low or moderate (more precisely, such activity will be extended to the

point where its private marginal benefits just equal its private marginal costs). Almost 13 percent of responses suggested that the effect was unknown; somewhat surprisingly, the bulk of these responses came from the large firms.

3.3 Benefits of Programs and Incentives for Participation

3.3.1 Initiative for Establishment of Programs

An overwhelming majority of the responses (80.7%) stated that programs were established as a result of management initiative or corporate policy (responses to Question 18, Part III of Questionnaire, summarized in Appendix Tables 29 and 30). "Agreement with non-union employees" (most likely individual professional workers) was a distant second, followed by "provincial government initiative" (related to licensing or certification requirements for certain occupations). Some firms indicated more than one source of initiative; there was virtually no differentiation between the types of programs or employee categories.

The number of responses reported for each initiative is as follows:

TABLE 3-10: SOURCES OF PROGRAM INITIATIVE

<u>Initiative</u>	<u>Number of Responses</u>
Management Policy	146
Non-union Agreement	13
Provincial Government	8
Collective Bargaining	6
Federal Government	4
Professional Association	4

Source: Appendix Table 30.

There are minimal differences across firm sizes; the inter-industry differences are somewhat more pronounced (e.g., the "Management/Corporate Policy" initiative ranges from 50% in Mining to 91.7% in Retail Trade).

These findings are very similar to those reported by the Commission on Educational Leave and Productivity (Adams et al., 1979): between 76 and 89 percent of training and development plans (ibid., p. 147) and between 60 and 82 percent of extended leave plans (ibid., p. 177) were introduced "unilaterally by the employer".

3.3.2 Impact of Programs on Subsequent Output/Productivity/Quality

The pattern of responses to this question is consistent with the point made in the previous section. Most responses (54.5%) evaluated the impact as "somewhat" of an improvement and an additional 22.7 percent characterized the subsequent output/productivity/quality as "much improved". The percentage of "unknown" responses was somewhat higher (18.2%) than in the previous question (responses to Question 13a, Part III, summarized in Appendix Tables 21 and 22).

The perceived impact of these programs on output/productivity/quality varies substantially across industries:

TABLE 3-11: PERCEIVED IMPACT OF PROGRAM COMPLETION

Effect	Mean	Percentage of Responses	
		Minimum	Maximum
Much Improved	22.7	10.0 (Mining)	75.0 (Construction)
Somewhat Improved	54.5	25.0 (Construction)	63.3 (Finance)
No Change	4.5	0.0 (Construction)	30.0 (Mining)
Unknown	18.2	0.0 (Construction)	35.7 (Transportation)

Source: Appendix Table 21.

The variations across firm sizes are also substantial, with no clear pattern in evidence.

An indication of the differential impact between categories of employees was provided only by four respondents. In all these cases, blue-collar categories were considered "much improved" and the white-collar categories only "somewhat improved".

In addition to output/productivity/quality, some respondents noted improvement in employee attitudes, motivation and in working relations as a result of participation in a program. Many respondents noted, however, that their assessment of the existence and magnitude of the effect of the program on any of these indicators would be most properly described as a guess.

3.3.3 Specificity vs. Universality of Training

The questionnaire findings on this matter (Question 14, Part III) are both unequivocally clear and critically important to the understanding of much of the rest of the findings of this survey, and have to be considered in the design of any policy initiatives.

As shown in Appendix Tables 23 and 24, almost all of the training provided in skill development leave programs is viewed as non-firm specific. The largest proportion of responses (61.1%) described such training as "generally applicable" and an additional 37.8 percent described it as applicable within the industry, but outside the firm which provided it. A few respondents indicated that the white-collar worker training is somewhat more portable than that of the blue-collar workers.

This suggests a pervasive "free-rider" problem--there exists a massive disincentive for private firms to engage in financing of such training unless they can be reasonably certain that they can appropriate most or all of the returns on this investment.

It is not, therefore, surprising to find (Appendix Table 14) that the average number of days a typical participant actually spent in such programs in 1982 is relatively small (4.3 days) as is the amount of money a typical firm spends on operation of these programs--ranging between 0.03 percent and 10 percent of the total payroll cost (Appendix Table 28) with a high frequency at the lower end of the spectrum. At the same time, however, the number of days

the responding firms consider desirable is much higher (Appendix Table 37). Furthermore, as discussed above, in the assessment of the majority of respondents, these programs lead to a "much" or a "somewhat" improved output/productivity/quality, suggesting that such training is perceived as a desirable activity.

The Economic Council's Human Resources Survey (Betcherman, 1982) provides an extremely interesting insight into the firms' assessment of the major obstacles to training by private industry. The responses to a question identifying the major "deterrents" perceived by firms generated the following results:

TABLE 3-12: FIRMS' PERCEPTION OF DETERRENTS TO TRAINING

Deterrent	Percentage of Establishments that Cited Deterrent	
	Non-training Firms	Firms with Short-term Programs
Vacancies can be filled by outside hiring	51.4	36.1
Workers leave during or after training	17.0	36.1
Lacking financial resources to develop and operate programs	19.1	30.3
Absence of trainees from workplace reduces productivity	11.6	27.1

Source: Betcherman, 1982, p.53.

The predominance of the first two items corroborates the magnitude of the free-rider problem and is fully consistent with the figures cited in our study.

The presence of these phenomena (free-rider problem, excess of social benefits over private cost, and lower than desired level of an activity) normally indicates a situation of "market failure" and may require government intervention as a remedy. Its feasibility and effectiveness, especially in a matter like skill development programs operated by private industry, does, of course, critically depend on the degree of industry cooperation. The potential receptivity of industry to policy in this area is explored in Chapter 4.

3.3.4 Rewards and Incentives for Participants

A successful completion of a program in the majority of responding firms (33.3% of all answers) brings about an "enhanced potential for promotion and advance". Almost 21 percent of responses indicated that a certificate is issued and just over 20 percent reported no recognition of successful completion (Question 10, Part III and Appendix Tables 15 and 16). The complete ranking of the frequencies of the various reward systems is as follows:.

TABLE 3-13: REWARDS FOR SUCCESSFUL COMPLETION OF PROGRAMS

Reward	Percentage of Responses
Enhanced potential	33.3
Certificate	20.7
No recognition	20.1
Pay increase or bonus	12.6
Other	9.4
Promotion or added responsibility	3.8

Source: Appendix Tables 15 and 16.

These distributions vary across industries, with Transportation, Communications and Other Utilities reporting the highest share of "no recognition" answers (37.5%) and Retail Trade the lowest (5.9%). The distribution across firm sizes reveals no detectable pattern: the smallest firms reported 11.1 percent of "no recognition" and the largest firms reported 10 percent, with the maximum of 30.8 percent reported by firms with 100-200 employees.

The "other" means of rewarding participants included buttons and plaques, congratulatory letters, entries in personnel records and parties. One firm noted that its profit-sharing plan encouraged employees to continually upgrade themselves. Another firm stated that no special recognition is needed since the eligibility to participate in a program in itself is a reward for good performance on the job.

3.3.5 Procedures for Evaluating the Effectiveness of Programs

Of the total of 188 firms with programs, only 125 answered Question 13b in Part III of the Questionnaire, inquiring about the existence of specific evaluation procedures. Some 46 firms (or 36.8% of respondents) claimed to have procedures in place designed to evaluate the results of training programs. The distribution of evaluation techniques reported by responding firms (including multiple responses) is summarized in Table 3-14.

TABLE 3-14: PROCEDURES FOR EVALUATION OF PROGRAM EFFECTIVENESS

Procedure	Number of Firms
Supervisor's assessment of trainee's performance	17
Some combination of post-training and pre- and post-training tests	13
Trainee self-evaluation procedures, written report or follow-up	12
Trainee evaluation of the program	7
Use of objective production figures	4
Instructor's critique of trainees	1
Peer evaluation	1

Source: Questionnaire, Part III, Question 13b.

Overall, the evaluation procedures appear rather informal and ad hoc.

3.3.6 Impact of the Current Recession

In theory, the effect of a recession on the extent of a firms' training activities is not clear-cut. Recession reduces the cash

flow, necessitates cost reductions and, thus, may be expected to cause a decline in training by private firms. At the same time, however, an employer may not wish to lay off certain (categories of) workers even when they are underutilized. One might therefore, at least in theory, expect an increased interest in training activities, since the "opportunity cost" of removing the trainees temporarily from production is low (or zero).

The survey results show that, at least for the 1982 Canadian recession, the first effect was predominant. The number of responses to the question of how each respondent firm reacted to recession (Question 19, Part III) was as follows:

TABLE 3-15: EFFECT OF RECESSION ON SKILL DEVELOPMENT PROGRAMS

Reaction	Number of Responses
Restrict Participation	73
No Change	69
Cancel All or Some Programs	36
Increase Participation	10
Other	9
Change Suppliers of Program	6
Reduce Length of Program	4

Source: Appendix Tables 31 and 32.

The reactions vary drastically across industries; for example, no firms in Mining report "no change" (the bulk of them cancelled programs or restricted participation), while 66.7 percent of

responses from the Service industries report "no change". As for firm size, some large firms increased participation, but on the whole it appears that large firms cut down on programs more than small firms (Appendix Table 32). In general, however, "complete cancellation" of programs was rare.

As for the "change in supplier" answer, the typical shift was from consultants and outside agencies to in-house arrangements. Among the "other" options were the spreading of the completion time and postponement (instead of cancellation) of programs, reduction of travel to courses and training centres, and shift to local arrangements. Among those who indicated "no change" in participation rate, there were many cases where the absolute numbers in programs went down together with total employment. One source of the decline in training activity is due to lack of new hiring (and thus no need to train new employees). Two respondents indicated "increased interest" in training during recession, but had not yet followed it up with action.

3.4 Suppliers of Instructional Services

Most of the usable answers to this question (Part III, Question 16) relate to the day release and block release programs. The information on suppliers of instructional services for extended leave programs was too scanty to make possible any generalizations. The ranking of suppliers (for combined day and block release programs) is given in Appendix Table 27. "Internally run" programs and "community colleges" are, respectively, the number one and number two suppliers

both for white-collar and blue-collar worker programs. As expected, "universities" are third for white-collar, but only fifth for blue-collar, etc. These findings agree with the results of a related inquiry about potential business reactions (Appendix Table 53) where the respondents suggest that business, followed by colleges and universities, should be involved in developing and offering these programs.

We wish to offer a conjecture that the business community still has substantial amount of faith in the academic establishment and would respond well to initiatives developed by academic institutions.

Among the "other" suppliers of instructional services named by the responding firms were: the firms' suppliers (13 cases), trade and industry associations (8 cases), provincial government agencies (5 cases), high schools (1 case).

3.5 Anticipated Future Changes in Programs

With respect to existing programs, the responses about anticipated program changes (Question 20 in Part III of the Questionnaire) were almost evenly divided between "no change" (50.8%) and "expansion" (41.9%). The "contraction" option took up only 2.2 percent of the responses and "other" changes, 5 percent (e.g., improving the quality of existing programs, redirecting their focus, shifting to more in-house programs, procedural improvements). As is evident from Appendix Tables 33 and 34, plans for expansion were most frequently reported in Retail Trade (50% of responses), Finance, Insurance and

Real Estate (48.5%), Manufacturing (45.3%) and the least often in Construction (25%). With the exception of the very small firms (under 100 employees), there was very little difference as to future plans among the different firm sizes.

It should be noted that a very large proportion of firms anticipating expansion made the realization of this intention conditional upon an improved economic situation. Some planned an increase in the number of programs, some an increased participation and some both. Very few respondents indicated differences in their plans for different categories of employees.

As for plans to implement new types of programs (Question 21 in Part III of the Questionnaire summarized in Appendix Table 54) the following training were mentioned most frequently: management and supervisory training, interpersonal and communications skills, and systems analysis/computer-related subjects. Other topics of interest included employment law, management information systems, training methods workshops, a preretirement program, a program in personal money management for employees and/or spouses, a counselling program dealing with training. Among the planned methodological and technical changes were increased use of video equipment, introduction of leave of one-month or longer duration, and more encouragement of female employee participation.

3.6 An Overview and Assessment

Much of the statistical information analyzed in this chapter reports

on skill development leave programs for each responding firm as a whole, without the originally hoped for breakdowns by employee category and by regional location of the training activity. Sometimes even the distribution among the various types of programs is blurred. The degree of attention paid to these activities by the responding firms is, presumably, not at the level which would induce them to maintain the kind of detailed records required for complete answers to our questionnaire. Nevertheless, the various cross-classifications and calculations based on the survey data provide a number of valuable insights.

The overall incidence of skill development leave programs in the sample firms (52.2%) was higher than the research team originally estimated on the basis of other information. However, the percentage of the work force of firms with programs actually participating is relatively low (18.1%) and the average length of training is only 4.3 days.

At the same time, the vast majority of respondents reported that the absence of trainees from the work place reduces output and/or productivity only "somewhat" (46% of respondents) or not at all (36.8% of respondents). After completion of programs, output and productivity were judged to improve "much" by 22.7 percent of respondents and "somewhat" by an additional 54.5 percent. Although 17.4 percent of respondents reported cancellation of programs due to the current recession and an additional 35.3 percent restricted participation for the same reason, 33.3 percent reported no change and

some even increased participation. Furthermore, about 42 percent of the respondents anticipated future expansion of existing programs and many also contemplated development of new programs. These figures suggest that skill development programs are perceived by these firms as a net contribution.

The overall relatively low effective incidence of skill development programs (as measured by participation rates and by the length of a typical program) in spite of their perceived positive contribution is explained by the existence of "deterrents" to private investment in training activities. The most prominent of these is the portability of training (only 1.1% of the responding companies judged their training programs to be "firm-specific").

In the vast majority of responding firms (80.7%), the initiative for setting up programs was identified as management or corporate policy, rather than union or non-union agreements or government policies. The incentives employees have for participation in programs are mainly non-measurable and of longer-run nature (such as "enhanced potential"). Only 12.6 percent of respondents reported pay increases or bonuses and 3.8 percent (immediate) promotion or added responsibility as rewards for successful completion of a program.

Both the procedures for selection of participants for programs and procedures for evaluation of program effectiveness appear to be characterized by informal, often ad hoc approaches. Reduction in compensation of employees while in training does not appear to be a deterrent for participation.

CHAPTER 4: BUSINESS REACTIONS TO POSSIBLE POLICY INITIATIVES

4.1 Introduction

A key task of this study is to investigate the acceptability of a range of alternative scenarios for formulation and implementation of skill development leave programs. Part II of the survey instrument was designed to elicit the opinions of the business community on this subject and was to be administered to the full sample of 400 firms. For reasons explained in Chapter 1, only 90% of this target was reached; therefore, the findings discussed in this chapter are based on responses obtained from 360 firms.

Given the constraints imposed by the telephone interview procedure, it was not possible to test the acceptability of each of a range of complete scenarios defined as fully specified sets of program characteristics, including criteria for selection of participants, rewards, cost distribution, financing arrangements, etc. The only viable approach was to take one program characteristic at a time and obtain the respondents' reactions as to the degree of its acceptability.

The survey results are generally presented by industry and firm size. Breakdowns by employee category, by type of program and by region are given only rarely since the available information did not permit reliable generalizations. For some key questions, an effort was made to evaluate the difference in responses between firms currently with and without programs.

4.2 The Entitlement to Participate in Skill Development Leave Programs

4.2.1 The Legal Right

Only 32 percent of the 347 firms responding to Question 1 in Part II of the questionnaire were favourably inclined to the suggestion that each Canadian should be given the legal right (subject to certain conditions) to participate in programs for updating, upgrading and retraining during normal working hours. The rate of acceptance is relatively uniform across industries and firm sizes (See Appendix B, Table 35): Wholesale Trade had the lowest rate of acceptance (25%) and Transportation, Communications and Other Utilities, the highest (39.1%). As for firm sizes, no clear pattern is evident.

Perhaps the most interesting aspect of the questionnaire findings in this respect is illustrated in Appendix B, Table 36. It shows that firms with programs currently in existence have a much lower rate of acceptance than firms without programs. Our interpretation of this distribution of opinion is that firms with programs in existence can better appreciate the potential adverse consequences for labour relations and thus oppose the legislated right. This interpretation is supported by some of the case study interviews analyzed in Appendix C. Another possibility is that firms with programs already operating do not see any need for further policy initiative in this direction. Firms without programs may well see it as a solution to the free-rider problem discussed in Chapter 3.

The rates of acceptance across industries are as follows:

TABLE 4-3. ACCEPTANCE OF LEGAL RIGHT TO SKILL DEVELOPMENT LEAVE

Industry	Support for legal right as % of all answers	
	Firms With Programs	Firms Without Programs
Mining	27.1	35.3
Construction	25.1	40.1
Manufacturing	25.3	32.3
Transportation, Communications and Other Industries	19.1	35.1
Wholesale Trade	1.1	45.1
Retail Trade	11.1	31.1
Finance, Insurance and Real Estate	31.1	39.1
Services	40.1	30.1
Unidentified	1.1	35.1
Total	25.3	33.6

Source: Appendix B, Table 15.

It should be noted that the numbers reported here almost certainly underestimate the intensity of the negative feeling toward the prospect of legal right to skill development leave. This is best supported by the comments sometimes accompanying the responses to this question. They ranged from a simple reinforcement of the negative answer through hostile objections against "more government interference" to outright abuse of the interviewer.

In this context, it is relevant to note that such a right, with various limitations and constraints on training remuneration, has been legislated, for example, in Belgium, France, Sweden, the U.S., and some states in West Germany (Gottlander and Macgill, 1960).

O'Malley, 1982).

4.2.2 Suggested Maximum Amount of Time for Legislated Leave

Suggestions in response to Question 2a in Part II of the questionnaire ranged from zero to 143 days per year. Again, firms with programs tended to be more conservative, firms without programs more "generous." Interindustry variations are very large: Mining firms were most conservative and Manufacturing firms most generous, followed by Finance, Insurance and Real Estate and by Wholesale Trade.

The extreme numbers in most cells in Appendix B, Table 37 summarizing these opinions are typically based on a response by a single firm which may or may not be representative of the bulk of the answers in that cell. The numbers should, therefore, be interpreted with caution. It seems likely, for example, that respondents indicating desired number of days toward the lower end of the spectrum had in mind a once-a-year participation, while those at the higher end contemplated, without explicitly stating so, training sessions taking place only once every few years. Also, the answers were given in a variety of formats and interpretative judgements had to be applied in converting them to the "days per year" formula.

A small number of respondents recommended that the time allowed should depend on the seniority of the participant (e.g., one day/year leave allowed for each year of service). One respondent advocated no leave for the first five years and gradually increasing

length of leave thereafter.

4.2.3 Desirability of Allowing Employees to Accumulate Unused Credits

This suggestion (Question 2b in Part II) met with an even lower rate of acceptance than the legal right to leave. Only 17.8 percent of respondents viewed it with approval, ranging from 10 percent in Mining to 35 percent in Transportation, Communications and Other Utilities. As is evident from Appendix B, Table 38, the larger the firm size, the lower the rate of acceptance: 33.3 percent of firms with less than 100 employees approved, while only 6.7 percent of firms with more than 5,000 employees did so.

4.2.4 Selection Criteria

There is no clear preference for any particular formal criterion for selection of employees for a program among those proposed in Question 4c of Part II of the questionnaire. "Admission tests" have a slight edge (25.3%), followed by "Other" (24.6%), and "Prior job performance". Again, Appendix B, Tables 45 and 46 show that there is not much difference across industries and firm sizes (with the exception of the smallest size category).

This ambiguity of preference for specific selection criteria is consistent with the findings on current practice as summarized in Section 3.1.4 above. It seems clear that employers prefer maximum possible discretion and room for exercise of supervisors' judgement. The specific suggestions most frequently made by the very large number of respondents who chose to make additional comments ranked

as follows: (1) the needs of both the employer and the employee should be taken into account; (2) the employees considered for a program should show evidence of self-motivation and promotability; (3) provincial or regional quotas were recommended by some respondents, but explicitly rejected by about the same number.

4.2.5 Safeguards of Employer Interest

Question 3 in Part II of the questionnaire gave the respondents an opportunity to express their preferences for each of several possible means of guaranteeing maximum compatibility between management objectives and the desire of employees to participate in training programs. The right to negotiate timing or postponement of leave is viewed as the most important safeguard for the employer (22.6% of responses), closely followed by the right to stipulate maximum number of participants (22.0%), and to set up admission requirements (15.6%). Different industries appear to have rather different preferences for the choice of safeguards (Appendix B, Table 39), but the choice across firm sizes is somewhat less varied (Appendix B, Table 40).

A very large number of respondents made additional comments on this subject. The most frequently expressed concerns were: (1) proper supervision and monitoring of employee progress during skill development programs and continuing feedback both to the employer and the employee; (2) commitment from the employees to remain with the firm after training, especially in cases where training programs are lengthy; (3) ensuring that the needs of the

firm remain paramount when the selection of programs and participants is decided upon. This suggestion typically seems to imply the desirability of a final veto power remaining with the firm; (4) limits on cost and duration of the programs.

4.2.6 The Practice in Other Countries

The concerns connected with legal entitlement to skill development leave summarized above are understandable and have to be taken into account in considering any future policy initiatives in this area. Other countries where a similar legal right has been enacted have implemented such safeguards (Luttringer and Pasquier, 1980, pp. 416-417). Thus, for example, an age limit for selection of participants exists in Belgium (under 40) and in Hesse, Germany (under 25). The duration of leave granted in Belgium depends upon the performance of the trainee in previous programs. In France and Sweden, minimum length of service with the firm is required. In France and Italy, a maximum of 2 percent of the workforce can be on leave at any one time (in France, if the employer pays their wages, only 0.5 percent of the workforce can be absent). This percentage may vary with the size of the firm.

4.3 Targeting of Policy Initiatives

4.3.1 Selectivity vs. Universality

As shown in Appendix B, Tables 41 and 42, which summarize responses to Question 4a in Part II of the questionnaire, opinion is about evenly divided as to whether skill development programs should be targeted to specific industries and/or occupations or whether they

should be made universally available. There is no significant difference in the preferences of firms with and without programs currently in existence:

TABLE 4-2: PREFERENCES FOR SELECTIVITY VS. UNIVERSALITY OF PROGRAMS

Status	Percentage of Firms Choosing	
	Selective	Universal
With programs	52.9	47.1
Without programs	47.5	52.5

Source: Appendix B, Table 42

The matter of selectivity or universality of training policies has been dealt with by the various government reports reviewed in section 1.2 above. Thus the Allmand Report (Parliamentary Task Force, 1981) in its Recommendation 41 proposes that "grants and subsidies to industries which train for critical-skills shortages...be given to certain companies throughout the country...". The Dodge Report (Task Force on Labour Market Development, 1981, p. 202) in making recommendations on changes in labour market policies also advocates differentiation between expanding and declining industries and argues that "training policies should be carefully oriented to meet the emerging needs of the expanding sectors". The Economic Council of Canada (1982, p. 94) similarly emphasizes the diversity of the Canadian labour market and calls for "a new training approach that would allow more scope for decision making and delivery at the local labour market level".

4.3.2 Choice of Authority Designating Industries for Selective Treatment

Answers to Question 4b in Part II of the questionnaire indicate a clear preference for Business to designate industries for selective treatment: 34.6 percent of responses suggest Business as the proper authority, followed by Federal government (19.5%), Provincial governments (17%), Unions (13%) and Professional Associations (12.5%). As shown in Appendix B, Table 43, the variations across industries are not substantial, nor are the variations across firm sizes (Appendix B, Table 44). Many respondents gave multiple answers, i.e., suggested that these decisions should be made jointly by several parties.

When discussing the problem of decision-making in the area of industrial training, the Parliamentary Task Force (1981, p. 75, Recommendations 23 and 24) was impressed by the contribution of industrial training advisory boards made up of representatives from several levels of governments, business, labour and educational authorities. It recommended that the federal government further encourage this cooperation. In addition, all levels of governments should support industrial training centres to be run cooperatively by several companies in the same industry. The idea of "local training councils" including representatives from labour, business, various levels of governments and educational institutions was also endorsed by the Economic Council of Canada (1982, p.99).

4.4 Methods of Funding

The distribution of support for the various suggested methods of

funding of skill development leave programs listed in Question 5 of Part II of the questionnaire is as follows:

TABLE 4-3: SUPPORT FOR ALTERNATIVE METHODS OF FUNDING

Funding Method	Percentage of Responses		
	Strong Support	Moderate Support	No Support
Regular contributions by employer and employees	12.4	29.4	58.2
RHOSP equivalent without employer contribution	26.1	31.8	42.1
RHOSP equivalent with employer contribution	21.8	34.8	43.3
100% tax deductibility of employer program costs	47.0	32.9	20.1
More than 100% tax deduction of employer program costs	31.5	28.3	40.2
Training levy imposed on employers	4.8	13.4	81.8

Source: Appendix B, Tables 47, 48, 49, 50.

The most salient result of our survey is the rejection of the "training levy" approach to financing (81.8% of respondents gave it no support with 100% of respondents in some industries and firm sizes as detailed in Appendix B, Table 52 rejecting this idea). The second least preferred method of financing was the regular contribution similar to the Unemployment Insurance Plan. Both were perceived as "just an additional tax" and rejected on this ground. It is unclear, however, to what extent the respondents understood how these proposed schemes are related to the "free rider" problem (i.e., the problem of portability of training).

The recommendation of the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979, pp. 227-230) for implementation of a training levy system was endorsed (with some modifications and with dissent) by the Allmand Report (Parliamentary Task Force, 1981, Recommendation No. 40 and pp. 79-81). The most thorough analysis of a version of this method and of the experience with its application in the U.K. is given in the Dodge Report (Task Force on Labour Market Development, 1981, Appendix B, pp. 221-227). The assessment is rather negative and the Report concludes (p. 166) that the system "is not likely to be an effective means of achieving the allocation of resources necessary...". Similar negative sentiments are echoed by the Economic Council of Canada (1982, p. 94) which characterizes the scheme as "an administrative nightmare", posing "particular difficulties for small firms...". It should be noted, however, that the variant of the levy/grant scheme proposed by the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979) differs somewhat from the scheme discussed in the Dodge Report. The U.K. system has since been revised.

The other methods of financing were much more favourably received, both by respondents in our survey and by the various government reports. The Registered Educational Savings Plan was recommended by the Commission on Educational Leave (Adams et al., 1979, pp. 233-234) and endorsed by the Parliamentary Task Force (1981, Recommendation No. 88) and by the Task Force on Microelectronics and Employment (1982, p. 17). It was also judged "worthy of more detailed study" in the Dodge

Report (Task Force on Labour Market Development, 1981, p. 172).

Despite considerable exposure of this idea and largely favourable publicity, its acceptance among our respondents (especially in view of its consistency with individual incentives), as seen in Table 4-3, is by no means overwhelming. It seems fair to conclude that the scheme is not well understood by the general public, including many personnel managers.

By far the most favourable response was given to the idea of tax incentives for skill development programs. However, anomalous distribution of support for the 100 percent vs. "more than 100 percent" tax write-off of training expenditures shown in Table 4-3 raises some doubts about the understanding of this issue by the respondents as well (an alternative hypothesis, probably untestable, attributes this result to ideological objections against government intervention).

The importance of the need to devise an effective system for financing training programs cannot be overestimated. The Dodge Report (Task Force on Labour Market Development, 1981, Chapter 7, esp. pp. 120-24) justifiably devotes considerable attention to the relative advantages and disadvantages of specific tools of government intervention (tax incentives, grants, loan guarantees, etc.). Luttringer and Pasquier (1980, p. 418), after reviewing the experience of several countries, conclude that the method and level of financing of the leave programs determines in many ways their purpose and the selection of participants.

4.5 Delivery of Instructional Services

In Question 6 of Part II of the questionnaire, the respondents were asked to identify their preferences for the various institutions capable of developing and delivering skill development leave programs. The responses are summarized in Appendix B, Table 53. The rankings of preferences show a close similarity to the distribution of responses to the question on delivery of such services for programs currently in existence (Section 3.4 above). Table 53 provides separate rankings for six different employee categories. As expected, "employers" are by far the most preferred suppliers for all employee categories, leading by a considerable margin the "Colleges and Universities". (Somewhat surprisingly, these institutions are ranked second even for the blue-collar occupations.) The ranking of all other institutions varies significantly across occupational categories.

4.6 An Overview and Assessment

The findings reported in this chapter represent the result of the first broadly-based statistical survey of attitudes toward various characteristics of skill development leave programs conducted in Canada. They show a sizeable opposition to the concept of a legislatively imposed right to a skill development leave (only 25.9% of respondents currently operating such programs and 38.6% of respondents without programs were in favour).

Detailed inquiries about various specific characteristics these programs might take revealed two dominant themes: opposition to

detailed government intervention and desire to preserve in the hands of management the maximum amount of control over such programs. Very strongly voiced opinions in this direction included the request that the needs of business and industry should be the guiding principle and that strong safeguards should be in place to prevent abuse by employees. A small number of respondents also pleaded for more effective training at the high-school level and more cooperation between colleges and universities, on the one hand, and business, on the other.

The respondents had no particular preference for a universal vs. selective targeting of policy initiatives (all recent government reports dealing with manpower training emphasized selectivity). The survey of opinions on methods of funding skill development leave programs indicated a clear rejection of the training levy scheme (a version of which was recommended by some of the recent government reports), high rate of acceptance of tax support and a relatively indifferent attitude toward the Registered Educational Savings Plan proposal.

A problem which was beyond the scope of this survey is the coordination of skill development leave programs with other parts of training policies and programs. This problem must be handled before policy decisions on any of the above issues are made. Also, policy makers must deal with issues such as the range of courses provided by educational institutions during working hours, the special problems of transition from school to work, the need to think of education as a

continuing process, and the overall access to education (see O'Malley, 1982, pp. 177-178).

CHAPTER 5: CASE STUDIES

5.1 Introduction

The purpose of conducting case studies of eight organizations was (1) to validate, clarify and elaborate upon the information collected in the large sample of firms with leave programs, and (2) to highlight some of the issues associated with the potential for a national skill development leave program. The interview with the Coordinator of Program Development in the Canadian Labour Congress was to provide the perspective of unions.

This chapter contains a brief summary of the eight case studies which were prepared as a part of this report. (See Appendix C for a detailed description of each case study.) Since we guaranteed that some firms would be kept as anonymous as possible, we have named them Firm A, Firm B, etc., and broadly described some of them by their primary SIC categories.

5.2 Limitations

Because of time constraints, it was necessary to limit visits to one day per firm. Consequently, number of interviews was restricted, the length of each interview was less than desirable in most cases, and we had to be selective in the questions addressed. The limited time available to describe the training programs, often from the perspective of more than one manager or director of training, as well as to obtain participants' responses necessitated omitting questions of lesser importance. During some visits, time was wasted before it

became evident that more appropriate individuals should be interviewed, especially on questions related to policy initiatives. Occasionally, the appropriate individuals were not available. Finally, in a few firms, we were discouraged from interviewing union representatives.

In large firms where the training programs are decentralized, information about programs in some branches, divisions or outlets was not available. Also, as indicated in Appendix C, pertinent information was often very sketchy. It seems that in a significant number of firms, records on participation, costs, post-training activities of trainees (e.g., promotions, added responsibility) are not maintained.

5.3 Nature of the Organizations

Initially, the sample of eight organizations was selected in such a way as to represent training programs in a variety of industry types (one association of companies was chosen as well), size differences and headquarters location. However, substitute organizations (for all first choices but three) had to be chosen and, in some cases, some compromises of selection criteria had to be made. Among the reasons our first-choice firms would not participate were: delicate labour negotiations underway, absence of training program managers, and priorities which precluded spending time on "yet another federally-sponsored research study".

The organizations which finally participated, although falling within

only four primary (two-digit) SIC categories, spanned many more secondary (three digit) categories. Firms A (9,000 employees), C (3,000 employees) and E (5,000 employees) are in the manufacturing category; Firm G (40,000 employees) is in the retail trade category; and, Firms B (13,000 employees), and D (3,300 employees) are in the services category. Firm F (14,500 employees) could be classified as resources and manufacturing while the Trust Companies Institute is a special category--the educational "cooperative" of the Trust Companies Association. The parent companies of four firms (Firms B, D, E, and G) are located outside of Canada, but only in Firms D and G are the training programs dependent upon those of their American counterparts.

5.4 Nature of the Leave Programs

In general, all eight organizations offer leave of absence to employees seeking further education or skill development on their own time. Upon successful completion of an external course or program, usually within a post-secondary institution, tuition is paid by the company.

With regard to programs offered by the company at no cost to the employee, all of the organizations had extensive training programs, mostly run internally by company instructors. Training was usually divided into management training and operational training (the latter called "occupational" and "supervisory" by some firms). In the case of the large firms, both are handled by training managers within branch offices, or their equivalents. The training programs at both management and operational levels varied from one or two hours daily

and half-day release (for two to five days) to block release (of up to three weeks). In all firms, substitutes for the employee absent for training were found, if necessary, within the same department, and productivity was seen to be somewhat reduced or stable during his/her absence. In five cases, a small portion of the programs (one to three courses) are offered by colleges and/or universities. The interviewees from three firms spoke of collaboration with college and university faculty via the joint design of curriculum and the exchange of instructors during a course, or at least faculty visits to the firms for their "education".

The programs and courses offered to employees by the firms themselves, apart from some management development, are peculiar to the structure of the workforce in each firm type. For example, the proportion of white collar to blue collar workers ranged from 70:30 in one firm to 15:85 in another; accordingly, the range of programs offered differs in mix of participants as well as type depending upon the industry.

In firms specializing in advanced technology, positive views were expressed about collaboration among similar firms, particularly in the perceived neglected area of management training. In one firm and in the Trust Companies Institute, collaboration in this form with other firms already exists; in two other firms some interest was demonstrated. (A "Skills Exchange Bank" was suggested in one manufacturing firm heavily engaged in exchanging resources with schools.)

With regard to the specificity vs. universality issue, the problem of portability of technical skills was acknowledged by training managers. Companies relied upon such factors as the company's "esprit", profit sharing schemes, and other benefits to entice employees to stay with the firm. It was clear that collaboration among competitors was avoided in technical training for obvious reasons. The strengths of consortiums to which Firm C belongs include the ability to combine training resources and minimize training costs in common skill areas, the increased power to negotiate for government funding and cooperation from post-secondary institutions for the design of relevant curriculum. The main constraint on collaboration of similar types is the reluctance to include technical skills training.

The average proportion of employees who participated in training programs in the four firms which supplied that information was one-third--almost double the rate of employee participation (18%) in the larger sample. This higher participation figure is to be expected since the firms selected for case study were all noted for active programs.

Few interviewees could provide information on government subsidization of their program costs, most likely (as explained in section 3.2.2) because of difficulty in conceptualizing government contributions. The one firm (Firm C), which stated that five percent of the costs of their programs were government subsidized was likely referring to the provincial TIBI program.

Overall costs of programs in the three firms which could provide that information range from 3.5 to 10 percent of annual payroll; but, contrary to the observation made about the data provided by the larger sample of firms, this figure appears to have accounted for some of the indirect training costs.

5.5 Responses to Potential Government Policy Initiatives

The message expressed very strongly by all company officials interviewed was that any company should have control over determining all aspects of its own training, including criteria for the selection of trainees, identifying a schedule of participation as well as minimum and maximum training time allowances.

Perhaps the most significant issue arising from the case study interviews was that the training needs of different industries vary so extensively that it is difficult to see how any single future national policy could accommodate the various training needs. Those needs can only be determined by the firms themselves. If, for example, a minimum number of training programs and numbers of employee-participants were established under a national levy/grant system, some firms which may not have identified training needs to meet that minimum requirement, nor sufficient budget to afford such a minimum, would be forced to waste their resources.

All of the case study firms have sophisticated training programs which are regularly assessed by senior management and training personnel for relevance and quality. There was no perceived need for their

improvement through government intervention although some firms would welcome government initiatives to help offset training costs.

Some proposed elements of a national skill development leave program were supported while others were not. Tax incentives were acceptable to most provided that the individual companies have input into determining the skill demands, and can develop and/or select courses as they deem appropriate. It was suggested by officials of one company that consideration could be given to increasing the tax incentives to strategic industries; skill demands will change and should be determined by the companies themselves. The notion of cumulative training credits for employees was generally not well received just as the levy/grant system concept was rejected by most firm officials interviewed. The potential for abuse of the system (e.g., leave for unproductive or illegitimate reasons, inequitable arrangements) and lack of control by industry were cited as reasons for withholding support for these schemes.

The response to the matter of legal right to leave/training was not fully consistent with the data from the first and second samples. Most of the case study firms responded favourably to the question (although a few with qualifications). Among the three firms which objected, one spoke of an informal "entitlement" rather than a legal right. The maximum amount of time an employee should be allowed each year to participate in programs was perceived, by those responding positively, to be commensurate with a number of factors (e.g., capabilities, experience, previous training and the job).

With regard to the delivery of programs, some officials most emphatically stressed the need for government to encourage more cooperation between industry and the post-secondary institutions to provide relevant, high-quality training while others mentioned the importance of this collaboration.

5.6 The Union Perspective

Mr. G. Murtagh, Coordinator of Program Development in the Canadian Labour Congress (CLC), was interviewed to provide a simple overview of the union perspective on skill development leave. He agreed to attempt to respond to the questions from a general union perspective, although he reserved the right to add some of his own comments. Mr. Murtagh is responsible for the development and implementation of training programs for trade unions. Much of his work is concerned with the preparation of instructors who will be responsible for training programs in their own plants and in other settings. CLC courses include collective bargaining, stewardship, and occupational health and safety.

The CLC is generally supportive of high government involvement in the economy and, therefore, has no difficulty with the position that each Canadian should be given a legal right for leave to upgrade skill and educational qualifications. However, Mr. Murtagh saw this view qualified by a number of conditions, (e.g., the number of leave days per person per year would depend on such factors as duration of course, total amount of time a company is required to provide for

skill development training, and the maximum number of employees on leave at one time). Although he indicated that some of his colleagues believe there should be no admission requirements to skill training programs, he thinks they are necessary.

The notion of designated occupations which qualify for government program support would be supported, but it would be necessary to define these occupations broadly and not be influenced by short-term economic trends. Naturally, the unions should be involved in the determination of "qualifying" occupations.

On the matter of financial strategies to support leave programs, a program similar to Unemployment Insurance would likely not be supported because of the additional costs to workers, nor would the idea of a registered leave program plan. However, a plan for tax incentives would be accepted as long as there was some measure of the company's performance built into the system. Murtagh is personally supportive of a tax levy scheme and, understandably, he makes a strong case for the inclusion of his programs (occupational health and safety, bargaining, etc.) as appropriate skill development training programs.

In view of current economic circumstances, his summary position regarding the implementation of a national skill development training program was that tax incentives be used to encourage business to sponsor their own training.

CHAPTER 6: CONCLUSIONS AND IMPLICATIONS

6.1 Introduction

Manpower training is a socially optimal response to skill shortages experienced by business and industry. The alternative responses--lowering performance standards or raising the wage rate in order to bid for the required skills available elsewhere--reduce productivity and are inflationary. Industrial training (i.e., training organized by business firms) as opposed to institutional training is viewed as a preferable short-term response since it prepares the trainee for a job presently available or identified by business as a future vacancy. An additional argument for the industrial training emphasizes the superiority of learning skills in the actual work environment over that in a classroom setting or simulated work environment.

The purpose of this study was to evaluate the incidence and characteristics of industrial training currently in place and to assess business reactions to possible government policy initiatives in a skill development leave program. The study employed a telephone survey of a sample of 360 firms as well as a series of eight case studies.

6.2 Strengths and Limitations of the Study

The questionnaire data generated by this study update and expand upon two previous Canadian surveys of this type: the Commission of Inquiry on Educational Leave and Productivity (Adams et al., 1979) and the Economic Council of Canada's Human Resources Survey (Betcherman, 1982). This study had to be completed in only a fraction of the time

and with minimal resources compared to those available to the former studies. Nevertheless, although the size of the sample was smaller (360 firms), the return rates were high (90%) and most target industry sectors and firm sizes were reached. The choice of telephone interview as a method of data gathering suffers from such problems as interview length and interviewee fatigue, and thus imposes limitations on the extent and depth of the inquiry. However, the advantages of the telephone survey with respect to the speed and rate of response outweigh its disadvantages.

As detailed in Chapter 2, the final sample of respondents was the result of a carefully designed sequence of initial sampling, identification of willingness to participate, and the choice of a first or a second substitute in cases of refusals. We were not, unfortunately, in a position to investigate the differences in the characteristics of responding vs. non-responding firms. The extent of sampling bias, if any, is therefore unknown. We note, however, that the persistence of our telephone interviewers undoubtedly contributed toward minimizing the self-selection bias.

The information on the extent and characteristics of existing programs and on business reactions to various features of potential future government policies is of uneven quality. For example, the data on costs of programs reported by the sample firms are probably the least trustworthy for reasons discussed in Section 3.2.2. The wide range of opinions on the desirable amount of time to be granted for skill development leave (Section 4.2.2) is most likely a consequence of

definitional ambiguity in our questionnaire. Finally, some anomalies in the distribution of support for the various proposed financing schemes (Section 4.4) seem to indicate inadequate understanding of the technical details by respondents. On the whole, however, the thrust of the results of the eight case study interviews (see Chapter 5) is remarkably consistent with the main themes of the statistical survey of the large sample and lends strong support to its validity.

Considered in total, the study does provide some concrete information about existing training programs and business and industry's position regarding possible government initiatives. Implications can be drawn from the findings which should prove useful in the deliberations of the Task Force. After a brief summary of the findings below, we outline the central issues emanating from our study, and conclude with the policy implications.

6.3 Summary of Findings of this Study

Over 52 percent of the sample firms reported operating at least one skill development leave program during 1982. About 18 percent of the employees of firms having such programs actually participated and the average length of their training was 4.3 days during that year. The total amount of training (i.e., participation rates multiplied by program length) delivered by private firms to their employees, therefore, is rather small.

The vast majority of respondents viewed their programs as a positive contribution to the firm's productivity, while the perceived cost of

the programs was rather low. Only a negligible fraction of the respondents (1.1 percent) described training offered in their programs as firm-specific (non-portable). This aspect represents a major deterrent to employer investment in employee training.

More than 80 percent of the respondents identified management or corporate policy as the source of initiative for setting up programs. Collective bargaining, government policies and other stimuli played a lesser role. The procedures for selection of participants are typically ad hoc in nature; most firms avoid setting up elaborate systems of rigid selection criteria. The incentive most frequently given for employee participation was potential for long-term career advancement. Only about 15 percent of respondents emphasized immediate rewards such as pay increase, bonus or immediate promotion.

A unique feature of this study was an attempt to evaluate how receptive Canadian business would be toward several key features of a possible national skill development leave policy. The survey detected a strong opposition to the concept of a legislatively established right of every Canadian to a skill development leave: almost 75 percent of the responding firms with programs and over 61 percent of responding firms without programs were opposed. The underlying theme of their reaction (which include responses of those who reject legislated right to leave) was the desire to concentrate in the hands of management the maximum amount of control over training programs.

Approximately 82 percent of the responding firms could not support the

training levy scheme for financing skill development programs, a version of which was recommended in some recent government reports. It is important to note that the respondents to items related to financing alternatives include a large portion of those who rejected the legal right concept. The idea of a Registered Educational Savings Plan was supported by almost 60 percent of respondents, but tax incentives for industrial training were considered by far the best approach.

Overall, the main concerns of the respondents were: to minimize the amount of government intervention, to guarantee that businesses have an input into policy formulation and implementation, and to ensure that safeguards of employers' interests are put in place to prevent misallocation of resources invested in skill development.

6.4 The Central Issues

6.4.1 The Extent of Industrial Training

The economic theory of human capital argues that the cost of general training should be borne by the trainee since such training enhances his future wage potential. However, in addition to enhanced wage potential, an individual's training generates external benefits for the employer and for society at large. The cost of general training should therefore be subsidized to increase the level of training to a socially optimal magnitude. The bulk of these subsidies, of course, are channelled through the educational system. A much smaller part is realized through training programs operated by business firms.

The results of our survey provide an explanation of why the level of training activity supplied by private firms is likely to be low: only 1.1 percent of the survey responses described the training offered by responding firms as "firm-specific". Almost all training was characterized as applicable outside the firm (i.e., portable). In this context, the Economic Council of Canada's Human Resources Survey (Betcherman, 1982, p. 53) reports that a large number of firms refrain from training either because "vacancies can be filled by outside hiring" or because "workers leave during and after training".

At the same time, however, the respondents evaluated the productivity contribution of their training programs positively and stated a preference for more extensive industrial training than that currently delivered. These observations considered together confirm the existence of a significant free-rider problem and suggest that increased government support for industrial training is required.

6.4.2 The Logic of the Business Position: Market Failure and Remedies

Our analysis of survey responses regarding the impact of training programs on productivity (Section 3.3.2) and analysis of the program costs (Section 3.2) indicate that firms which operate training programs perceive their benefits as exceeding their costs. Also, in Sections 4.2.2 and 3.5 we show that the responding firms, on the whole, indicate a preference for more industrial training than is currently being delivered. After a brief discussion of the deterrents to employer investment in employee training (in Section

3.3.3), we therefore argue that a case of market failure exists (the free-rider problem) and suggest the need for government intervention.

With regard to the degree of acceptance of a range of possible policy approaches designed to increase the level of firms' training activity (Chapter 4), the main finding is a substantial opposition to the introduction of a legal right to skill development leave for every employee, and of a levy/grant system or a payment similar to the Unemployment Insurance program. All of these, of course, were proposed specifically as a policy strategy to handle the free-rider problem.

One is left with the peculiar situation where the problem is correctly perceived as one of market failure, yet most of the proposed remedies are rejected.

Our discussion of the safeguards that would be required in the event the right to skill development was legislated (Section 4.2.5) identifies the reasons for the opposition to the granting of a legal right to leave and, by implication, opposition to other means of government intervention. One reason is the firms' desire to control the utilization of manpower on their payroll and another is the perception that a new adversarial dimension would be added to management-labour relations. Judging from the survey results, it might be logical (although not necessarily politically wise or legally sustainable) to suggest that the legal right to paid skill

development leave be coupled with a legal obligation requiring employees to spend a minimum period of post-training service with the firm.

6.4.3 The Level of Importance of Training in Business Decision Making

The fact that the responding firms were unable to supply details we requested on a number of aspects of their skill development programs is revealing in itself. There was a lack of information on the occupational categories of participants, their age and educational characteristics, as well as the general absence of any systematic information on the length of employees' post-training history. Similarly, the amount of information on costs of training programs operated by the responding firms was rather limited and its quality poor. All of this seems to indicate that inadequate attention is paid by private industry to the process of human capital formation and utilization. Together with the observed ad hoc nature of existing procedures for the evaluation of program effectiveness (Section 3.3.5), these observations lead to the conclusion that the majority of Canadian firms are unable to supply the pertinent information for a cost-benefit analysis of their training programs and to assess with understanding the relative merits and implications of various proposed government policy initiatives in the area of skill development.

6.4.4 The Backdrop of Other Federal and Provincial Training Policies and Programs

This study makes no attempt to review and evaluate the full range of policies and programs in support of Canadian industrial training,

since this has been done, to some extent, in several recently published government reports. The reading of these documents conveys an impression of a confusing network of proliferating programs and initiatives, both federal and provincial, often loosely coordinated and sometimes inconsistent. In relation to industrial training, they have been criticized on the grounds that government assistance appears ineffective in subsidizing general training programs in industry, precisely where government support is most needed (Simpson, 1983).

An examination of this background, in our opinion, is essential in an attempt to understand the strength of the objections expressed by our survey respondents to some of the potential government policy initiatives. One source of the negative attitude (and even outright hostility) to new programs and policies is clearly resentment of "yet more government intervention". Another source, however, seems to be the sheer complexity of the whole network of training schemes and the resulting feeling of frustration on the part of potential users (both employers and employees) in attempting to absorb the necessary information and gain equitable access to suitable programs.

Each of the recent government reports dealt with some aspect of implementation and financing of skill development leave programs, and the subject has been discussed in the popular and professional press. Yet some of the results of our survey imply that the concept itself and especially the role of government in its functioning are not well

understood. It seems evident that any government policy proposal should be preceded by a well-designed informational campaign directed at the business community and labour to ensure maximum possible cooperation and acceptance.

6.5 Some Policy Implications of the Survey

6.5.1 The Establishment of Industry-Government Cooperation Before Implementation

The results of our survey suggest that the Canadian business community perceives the need for expansion of industrial training activity. The majority of business firms, however, are not prepared to cooperate in implementing government initiatives which include legislated right to leave or training levy/grant schemes. It is our conclusion that skill development leave policy initiatives should not be introduced until reasonable employer cooperation is ensured.

6.5.2 Dissemination and Interaction before Implementation of Policy

A significant proportion of the objections against policy initiatives was caused by a lack of understanding of how they would be operationalized and of all their implications. Also, some objections may be related to the perception that existing government training programs are loosely coordinated and inconsistent. A well-designed informational campaign dealing with these matters should precede any policy action.

6.5.3 Support for the Implementation of a Skill Development Savings Plan and Tax Incentives

The Skill Development Savings Plan concept was, on balance,

positively received by the respondents. Combined with tax incentives for manpower training, it should be favourably received by the business community.

6.5.4 Obligatory Post-Training Service

The obligation on the part of trainees for post-training service with the firm for some period of time is a desirable component of a federal program. The legal feasibility of this proposition, however, requires a thorough analysis.

6.5.5 Safeguarding Employer Interests

A whole range of safeguards of the employers' interests have been suggested as necessary components of a national skill development leave program. Most of them are consistent with safeguards implemented in other countries and should be considered in the design of a Canadian program.

6.5.6 Future Cost-Benefit Research

The effectiveness of government manpower training policies depends, to a large extent, on adequate data on costs and benefits of alternative training programs. The nature of our questionnaire responses indicates that such data are only rarely available. An analysis of the costs of training programs in a variety of Canadian settings should be an essential item on the agenda for future research. Provision of technical and methodological assistance to business in the area of evaluation of training program effectiveness is a logical extension of this proposition.

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APPENDIX A

- . Letters to Potential
Responding Firms
- . Interview Plan Sent to
Potential Responding Firms
- . Interview Plan (Telephone
Survey)



DUNCAN MCARTHUR HALL

Queen's University
Kingston, Canada
K7L 3N6

The Government of Canada is considering the possibility of introducing a National Skill Development Leave Program. It would be intended to increase the productivity of Canadian business and industry, and to increase career mobility opportunities for individual employees by providing increased access to training and retraining programs. The Social Program Evaluation Group at Queen's University has been asked to conduct a survey of Canadian firms with regard to (1) existing leave programs and (2) the feasibility of certain alternative programs.

We are taking the liberty of writing to you with a request to participate in our investigation. Your firm has been selected in a sample of 400 Canadian businesses representing eight major sectors of the Canadian economy and all regions of Canada. Your participation will provide for an opportunity to contribute important information for the Skill Development Leave Task Force recently established by the Minister of Employment and Immigration Canada. The Task Force will report later this spring, and its recommendations are expected to play a significant role in shaping future Canadian manpower policies.

If your firm has had in place any skill development leave programs during the past year, we would like to ask you to provide us with some information about their extent and characteristics, as well as your views on their effectiveness and possible alternatives.

If your firm did not sponsor a skill development leave program during the past year, we would like to inquire about your views on the desirability of such activities, the various forms such programs may take, how they may be financed, and the relative roles that should be played by business, labour and governments.

One of our researchers will call you by telephone in approximately a week's time, asking you to provide us with the desired information. To facilitate the telephone interview, we are enclosing a general plan of our interview. We ask that you refer to it in order to prepare for our call.

The information you provide will be kept confidential. Only summarized information and conclusions will be submitted to the Task Force. A copy of the Task Force report will be sent to you, if you so request.

We expect that your response to our questions should take between ten and twenty-five minutes of your time. In our view, the potential influence this research may have on Canadian public policy in this area is well worth the effort. We appreciate your cooperation and thank you in advance.

Sincerely,

AJCK/mm
encl.

Alan J.C. King, Director
Social Program Evaluation Group

Bohumir Pazderka, Co-Investigator
LeRoy E. Whitehead, Co-Investigator



DUNCAN MCARTHUR HALL

Queen's University
Kingston, Canada
K7L 3N6

The Government of Canada is considering the possibility of introducing a National Skill Development Leave Program. It would be intended to increase the productivity of Canadian business and industry, and to increase career mobility opportunities for individual employees by providing increased access to training and retraining programs. The Social Program Evaluation Group at Queen's University has been asked to conduct a survey of Canadian firms with regard to (1) existing leave programs and (2) the feasibility of certain alternative programs.

One aspect of the study will be a series of case studies of firms which are well-known for the training programs which they offer their employees. Our purpose in this letter is to request your firm's cooperation in acting as one of our case study firms.

Specifically, we would like to have one of our researchers visit your firm for a day to find out how your training programs work and why they are successful. This would involve interviews with management personnel in charge of training programs, union officials (where applicable), and some program participants. This would occur at a mutually convenient time, hopefully before the end of February. A copy of an interview plan, indicating the general types of questions we will be asking, is enclosed for your information.

The results of our survey will serve as important information for the deliberations of the Skill Development Leave Task Force recently established by the Minister of Employment and Immigration Canada. The Task Force will report later this spring, and its recommendations are expected to play a significant role in shaping future Canadian manpower policies. In our view, the potential influence this research may have on Canadian public policy is well worth the effort.

We will be calling you by telephone in a few day's time to provide you with further information and answer your questions about the study.

Sincerely,

AJCK/mm

Alan J.C. King, Director
Social Program Evaluation Group

Bohumir Pazderka)
LeRoy E. Whitehead) Co-investigators

A STUDY OF SKILL DEVELOPMENT LEAVE IN SUPPORT OF
TRAINING PROGRAMS IN CANADIAN BUSINESS AND INDUSTRY

INTERVIEW PLAN

INTRODUCTION

For your convenience, and to facilitate the telephone interview, this copy of the interview schedule lists the questions which our telephone interviewers will be asking.

This instrument is designed to accomplish two purposes: (1) survey the existing skill development leave programs of a sample of Canadian employers, and (2) solicit opinions about a possible national policy on skill development leave programs.

This interview schedule has three parts. All firms in the sample are requested to reply to Parts I and II. Only those firms who were sponsoring a skill development leave program (as defined below) during 1982 are requested to reply to Part III. Part I asks you to describe your firm. Part II solicits your opinion on possible characteristics of a National Skill Development Leave Program. Part III asks you to describe your firm's leave program.

For purposes of this survey, there are three basic types of skill development leave programs in which we are interested:

DAY RELEASE: employees may be absent from their normal work station for one to eight hours out of a single working day to attend formal training sessions. Alternately, employees may be absent for part of a working day on a regular basis over an extended period of time to attend courses. The training sessions or courses may be offered "in-house" by the company, or by outside agencies. This category does not include apprenticeship programs, attendance at conferences, or company "retreats".

BLOCK RELEASE: employees may be absent from their normal work station for two or more working days, up to a maximum of three months to attend courses or other formal training programs which may be offered "in-house" by the company, or by outside agencies. This category does not include apprenticeship programs, attendance at conferences, or company "retreats".

EXTENDED LEAVE: employees may be absent from their normal work station for a period longer than three months for the purpose of attending courses or other formal training programs, which may be offered "in-house" by the company, or by

outside agencies. This category does not include apprenticeship programs, or "sabbaticals" in which an employee is simply taking a "rest" or a "change" from regular duties, or is on secondment.

The skill development leave programs to which we refer are those designed to update, upgrade or retrain, as defined below.

UPDATING: the learning of recently developed information or skills by an already skilled or qualified individual to enable that person to keep abreast of his/her chosen occupation.

UPGRADING: the learning of significant information or skills enabling an individual to handle additional responsibilities.

RETRAINING: the learning of significant information or skills by an individual in an occupation that has been rendered obsolete, to enable that individual to enter an occupation for which there is a demand.

PLEASE DO NOT RETURN THIS QUESTIONNAIRE. WE WILL BE CALLING YOU TO OBTAIN YOUR RESPONSES.

If there are any questions or concerns, please feel free to call.

LeRoy E. Whitehead
Alan J.C. King
(613) 547-6149
(613) 547-5788

PART I - DESCRIPTION OF YOUR FIRM

1. What was the total number of employees in your firm in Canada, including part-time, for the last normal pay period ending on or before December 31, 1982?
2. Of your total number of employees mentioned above, what number would be included in each of the following broad categories: (1) managerial, (2) professional/scientific, (3) clerical/sales, (4) skilled, (5) unskilled? (If you have offices or plants in more than one geographical region of the country, could you please provide these breakdowns by region?)
3. Did your firm sponsor any skill development leave programs during calendar year 1982? (Day release, block release or extended leave programs, as defined in the Introduction?)
4. Apart from the three types of skill development leave programs mentioned in Question 3, does your firm sponsor any program for any category of employees seeking training on their own time?
5. Does your firm participate in any apprenticeship programs?
6. Did you have any skill development leave programs in the past four years which have been discontinued? If so, why?

PART II - POSSIBLE CHARACTERISTICS OF A NATIONAL SKILL DEVELOPMENT LEAVE PROGRAM

The purpose of the following questions is to solicit your views as to what form certain aspects a National Skill Development Leave Program might take.

1. Should each Canadian employee be given the legal right to participate in programs for updating, upgrading or retraining during normal working hours?
2. If such legislation were implemented, what is the maximum amount of time an employee should be allowed each year to participate in leave programs?
Should employees be allowed to accumulate credits over a number of years?
3. What conditions would be necessary to safeguard the employer's interests? (e.g., maximum number of employees on leave at one time, employer's right to negotiate timing or request postponement to a more convenient time, admission requirements to programs)
4. The purpose of skill development leave programs is to develop manpower to fill occupational needs.
 - (a) Should such programs only be offered in designated occupations or industries?
 - (b) Who should determine what these occupations or industries are? (e.g., government(s), business, unions, professional associations)
 - (c) How should program participants be chosen? (e.g., provincial quotas, admission tests)
5. To what extent would you support the following funding strategies?
 - (a) A program similar to the Unemployment Insurance plan where both employee and employer make regular contributions each year.
 - (b) A program similar to the Registered Retirement Savings Plan or the Registered Home Ownership Savings Plan where contributions are tax deductible.
 - (1) without employer contributions
 - (2) with employer contributions
 - (c) Tax incentives:
 - (1) where employer's costs of the program would be tax deductible
 - (2) where employer's tax deduction exceeds the costs of the program
 - (d) A training levy scheme where a firm which spends less than a specified percentage of its annual payroll on skill development training programs would be required to remit the difference to the government.
 - (e) Other--(please specify).
6. (a) Who should develop and offer skill development leave programs? (e.g., employers, employer associations, unions, professional associations, colleges and universities, consulting firms, government agencies)
- (b) How would this differ by occupational categories?
7. Do you have any suggestions which you would like to offer regarding any aspect of a National Skill Development Leave Program?

PART III - CHARACTERISTICS OF EXISTING LEAVE PROGRAMS

PLEASE ANSWER PART III ONLY IF YOU HAD A LEAVE PROGRAM IN PLACE DURING 1982.

1. Which of the three types of skill development leave programs did you sponsor during 1982? (day release, block release, extended leave)
2. Approximately what percentage of your work force participated in your leave programs in 1982?
3. What percentage of your female work force participated in your skill development leave programs?
4. What criteria are used for selecting employees for participation in your programs? (e.g., minimum period of prior employment, admission tests)
5. What was the average amount of time spent by participants in your programs during 1982? How does that differ among occupational categories?
6. Approximately what percentage of regular pay and benefits is an individual entitled to when he/she participates in your leave program?
7. What percentage of program costs (fees, books, transportation, accommodation) are borne by the employee?
8. What percentage of program costs are borne by government(s)?
9. Are there any differences in compensation to an employee if he/she passes or fails a program?
10. Is a participant rewarded or recognized in any way on successful completion of a program? (e.g., certificate, promotion, pay increase or bonus, etc.)
11. What backup provisions do you have to take the place of employees who are temporarily absent to participate in a program?
12. Is the output/productivity/quality of a work unit affected during the absence of a participant in a program?
13. Is the subsequent output/productivity/quality of the work unit affected by a participant's successful completion of a program? How?
14. Can the skills individuals develop in a program be used just as effectively in other companies? Other industries?
15. Does your program allow for labour studies (i.e., union history, organization, stewardship training), or a general education that is not directly related to an occupation?

16. Who supplies the instructional services for your programs? (e.g., community college or polytechnical institute, university, union or professional association)
17. Please estimate your leave programs' cost as a percentage of your total annual payroll.
18. What was the main initiative to get your program started? (e.g., management or corporate policy, collective bargaining, federal or provincial government, professional association, etc.)
19. How has the current recession affected your programs? Has it affected participation rates?
20. Do you plan to expand, contract or make other significant changes to your programs in the near future?
21. Do you plan to implement any new types of leave programs in the near future?
22. What procedures do you use to evaluate the effectiveness of each employee after he/she has completed a skill development leave program?

A STUDY OF SKILL DEVELOPMENT LEAVE IN SUPPORT OF
TRAINING PROGRAMS IN CANADIAN BUSINESS AND INDUSTRY

INTERVIEW PLAN

PART I - DESCRIPTION OF FIRM

1. What was the total number of employees in your firm in Canada, including part-time, for the last normal pay period ending on or before December 31, 1982?

2. Of your total number of employees mentioned above, what number would be included in each of the following broad categories: (1) managerial, (2) professional/scientific, (3) clerical/sales, (4) skilled, (5) semi-skilled, (6) unskilled?

(If you have offices or plants in more than one geographical region of the country, could you please provide these breakdowns by region?)

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
Atlantic Provinces						
Quebec						
Ontario						
Prairie Provinces						
British Columbia						

INTERVIEWER NOTE: Refer to Appendix regarding definitions of occupational categories.

3. Did your firm sponsor any skill development leave programs during calendar year 1982? (Day release, block release or extended leave program, as defined in the Introduction?)

Yes _____ No _____

INTERVIEWER NOTE: If the answer to Question 3 is "Yes", ask the respondent to complete Part III also.

4. Apart from the three types of skill development leave programs mentioned in Question 3, does your firm sponsor any program(s) for any category of employees seeking training on their own time?

Yes _____ No _____

If "Yes", we would like to know about your program(s).

PROGRAM 1

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
Duration of program? (e.g., day, block release, etc.)?						
How is it financed?						
Who offers it? (e.g., college, etc.)						
What skill area?						
No. of participants?						

PROGRAM 2

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
Duration of program? (e.g., day, block release, etc.)?						
How is it financed?						
Who offers it? (e.g., college, etc.)						
What skill area?						
No. of participants?						

INTERVIEWER NOTE: Space for comments on following page.

4. (cont'd.)
COMMENTS:

5. Does your firm participate in any apprenticeship programs?

Yes _____ No _____

6. Did you have any skill development leave programs in the past four years which have been discontinued? If "Yes", briefly describe the program(s) and why they were discontinued.

PART II - POSSIBLE CHARACTERISTICS OF A NATIONAL SKILL DEVELOPMENT LEAVE PROGRAM

1. Should each Canadian be given the legal right to participate in programs for updating, upgrading or retraining during normal working hours?

(NOTE: By legal right we mean a legal right in principle, within certain conditions.)

Yes ____ No ____

COMMENTS:

2. a) If such legislation were implemented, what is the maximum amount of time an employee should be allowed each year to participate in leave programs?

(Answer in hours, days, weeks, or months, as appropriate.) _____

- b) Should employees be allowed to accumulate unused credits for leave programs over a number of years?

3. What conditions would be necessary to safeguard the employer's interests?
[Check applicable condition(s)]
- a) maximum number of employees on leave at one time _____
 - b) employer's right to negotiate timing or request
postponement to a more convenient time _____
 - c) admission requirements (e.g., admission test,
educational level, rating of prior job performance) _____
 - d) participation in design and content of programs _____
 - e) choice of programs available to employees _____
 - f) other-- _____

COMMENTS:

4. The purpose of skill development leave programs is to develop manpower to fill occupational needs.
- a) Should such programs only be offered in designated occupations or industries or should they apply to all industries/occupations?

4. b) Who should determine what these occupations or industries are?

INTERVIEWER NOTE: Offer numbers 1 to 6 below as examples. Place check mark(s) opposite respondents answer(s).

- (1) provincial governments _____
- (2) federal government _____
- (3) business _____
- (4) unions _____
- (5) professional associations _____
- (6) other-- _____ Specify _____

c) How should program participants be chosen?

(Place check mark(s) opposite respondents answer(s).)

- (1) admission tests _____
- (2) supervisor's decision _____
- (3) educational level _____
- (4) rating of prior job performance _____
- (5) other-- _____ Specify _____

COMMENTS:

5. To what extent would you support the following funding strategies?

	<u>Strong</u> <u>Support</u>	<u>Moderate</u> <u>Support</u>	<u>No</u> <u>Support</u>
a) A program similar to the Unemployment Insurance plan where both employee and employer make regular contributions each year.	_____	_____	_____
b) A program similar to the Registered Retirement Savings Plan or the Home Ownership Plan where contributions are tax deductible:			
(1) without employer contributions	_____	_____	_____
(2) with employer contributions	_____	_____	_____

<u>Strong</u> <u>Support</u>	<u>Moderate</u> <u>Support</u>	<u>No</u> <u>Support</u>
---------------------------------	-----------------------------------	-----------------------------

5. c) Tax incentives:

- (1) where employer's costs of the program would be tax deductible
- (2) where employer's tax deduction exceeds the cost of the program

_____	_____	_____
_____	_____	_____

- d) A training levy scheme where a firm which spends less than a specified percentage of its annual payroll on skill development training programs would be required to remit the difference to the government.

_____	_____	_____
_____	_____	_____

- e) Other (please specify) _____

COMMENTS:

6. Who should develop and offer skill development leave programs?

Examples of answers:

- 1) employers
- 2) employer associations
- 3) unions
- 4) professional associations
- 5) colleges and universities
- 6) consulting firms
- 7) government agencies
- 8) other (please specify)

Insert the number(s) corresponding to the response given for each of the following categories:

Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled

e.g. Who should develop and offer skill development leave programs for managerial staff?

Responses: professional associations, and employers

Answer:

Managerial
1, 4

COMMENTS:

7. Do you have any suggestions which you would like to offer regarding any aspect of a National Skill Development Leave Program?

PART III - CHARACTERISTICS OF EXISTING LEAVE PROGRAMS

TO BE ANSWERED ONLY BY FIRMS THAT HAD A LEAVE PROGRAM IN PLACE DURING 1982.

1. Which of the three types of skill development leave programs did you sponsor during 1982?

Check those which firm sponsored.

- 1) day release _____
 2) block release _____
 3) extended leave _____

2. Approximately what percentage of your work force participated in your leave programs in 1982?

Total percentage _____

Could you break this down by employee category?

FOR FIRMS WITH PLANTS OR OFFICES IN MORE THAN ONE REGION AS DETERMINED IN QUESTION 2, PART I:

If you have offices or plants in more than one geographical region of the country, could you provide these breakdowns by region?

(Percentages)

DAY RELEASE PROGRAMS

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled	ALL EMPLOYEES
Atlantic Provinces							
Quebec							
Ontario							
Prairie Provinces							
British Columbia							
CANADA							

BLOCK RELEASE PROGRAMS

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled	ALL EMPLOYEES
Atlantic Provinces							
Quebec							
Ontario							
Prairie Provinces							
British Columbia							
CANADA							

EXTENDED LEAVE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled	ALL EMPLOYEES
Atlantic Provinces							
Quebec							
Ontario							
Prairie Provinces							
British Columbia							
CANADA							

COMMENTS:

3. What percentage of your female work force* participated in your skill development leave programs?

Total percentage _____

*This is a percentage of total female work force, not percentage of total participants in leave programs.

Can you break this down by employee category?

Managerial _____
Professional/Scientific _____
Clerical/ Sales _____
Skilled _____
Semi-skilled _____
Unskilled _____

COMMENTS:

NOTE TO INTERVIEWER regarding questions that follow.

Make every attempt to determine if policies for leave programs differ between employee categories. If a response to a question is "All participants" or "All employees," where appropriate make a check mark or write answer under the "All Participants" or "All Employees" category. If the response differs for each category, check off appropriate column.

4. What criteria are used for selecting employees for participation in your programs? Do they differ for each employee category?

	All Employees	Managerial	Professional/Scientific	Clerical/Sales	Skilled	Semi-Skilled	Unskilled
a) Minimum period of employment with your firm							
b) Admission tests							
c) Educational background							
d) Other (specify)							

5. What was the average amount of time spent by participants in your programs during 1982? How does it differ among occupational categories?

- 1) Managerial _____
- 2) Professional/Scientific _____
- 3) Clerical/Sales _____
- 4) Skilled _____
- 5) Semi-skilled _____
- 6) Unskilled _____
- 7) All participants _____

6. Approximately what percentage of regular pay and benefits is an individual entitled to when he/she participates in your leave program? Does this differ by employee category?

	All Participants	Managerial	Professional/Scientific	Clerical/Sales	Skilled	Semi-Skilled	Unskilled
DAY RELEASE							
BLOCK RELEASE							
EXTENDED LEAVE							

COMMENTS:

7. What percentage of program costs (fees, books, transportation, accommodation) are borne by the employee? Does this differ by employee category?

	All Participants	Managerial	Professional/Scientific	Clerical/Sales	Skilled	Semi-Skilled	Unskilled
DAY RELEASE							
BLOCK RELEASE							
EXTENDED LEAVE							

8. What percentage of program costs are borne by government(s)? Does this differ by employee category?

	All Participants	Managerial	Professional/Scientific	Clerical/Sales	Skilled	Semi-Skilled	Unskilled
DAY RELEASE							
BLOCK RELEASE							
EXTENDED LEAVE							

9. Are there any differences in compensation to an employee if he/she passes or fails a program?

Yes _____ No _____

Describe:

Does this differ among the employee categories?

10. Is a participant rewarded or recognized in any way on successful completion of a program?

DAY RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) certificate						
b) immediate promotion or added responsibility						
c) enhanced potential for promotion or added responsibility						
d) pay increase or bonus						
e) combination of above						
f) other (specify)						

BLOCK RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) certificate						
b) immediate promotion or added responsibility						
c) enhanced potential for promotion or added responsibility						
d) pay increase or bonus						
e) combination of above						
f) other (specify)						

EXTENDED LEAVE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) certificate						
b) immediate promotion or added responsibility						
c) enhanced potential for promotion or added responsibility						
d) pay increase or bonus						
e) combination of above						
f) other (specify)						

11. What backup provisions do you have to take the place of employees who are temporarily absent to participate in a program?

DAY RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) substitute employee at same or higher salary						
b) substitute employee at lower salary						
c) no substitute--other employees cover						
d) no substitute--other employees do not cover						

BLOCK RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) substitute employee at same or higher salary						
b) substitute employee at lower salary						
c) no substitute--other employees cover						
d) no substitute--other employees do not cover						

EXTENDED LEAVE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) substitute employee at same or higher salary						
b) substitute employee at lower salary						
c) no substitute--other employees cover						
d) no substitute--other employees do not cover						

12. Is the output/productivity/quality affected during the absence of a participant in a program?

DAY RELEASE

	Unknown	Increased	No Change	Somewhat Reduced	Substantially Reduced
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

BLOCK RELEASE

	Unknown	Increased	No Change	Somewhat Reduced	Substantially Reduced
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

EXTENDED LEAVE

	Unknown	Increased	No Change	Somewhat Reduced	Substantially Reduced
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

INTERVIEWER NOTE: Space for comments on following page.

12. COMMENTS:

13. a) Is the subsequent output/productivity/quality affected by a participant's successful completion of a program? How?

DAY RELEASE

	Unknown	Much Improved	Somewhat Improved	No Change	Decreased
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

BLOCK RELEASE

	Unknown	Much Improved	Somewhat Improved	No Change	Decreased
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

13. a) cont'd.

EXTENDED LEAVE

	Unknown	Much Improved	Somewhat Improved	No Change	Decreased
a) Managerial					
b) Professional/Scientific					
c) Clerical/Sales					
d) Skilled					
e) Semi-Skilled					
f) Unskilled					

COMMENTS:

b) What procedures do you use to evaluate the effectiveness of each employee after he/she has completed a skill development leave program?

(1) Managerial

(2) Professional/Scientific

(3) Clerical/Sales

(4) Skilled

13. b) cont'd.)

(5) Semi-Skilled

(6) Unskilled

OTHER COMMENTS:

14. Can the skills individuals develop in a program be used just as effectively in other companies? Other industries? Does this differ for each employee category?

	All Participants	Managerial	Professional/Scientific	Clerical/Sales	Skilled	Semi-Skilled	Unskilled
a) in your company but not elsewhere in the industry							
b) in your company <u>and</u> elsewhere in the industry							
c) widely applicable across industry lines							

COMMENTS:

15. Does your program allow for labour studies (i.e., union history, organization, stewardship training), or a general education that is not directly related to an occupation?

	All Participants		Managerial		Professional/Scientific		Clerical/Sales		Skilled		Semi-Skilled		Unskilled	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
a) labour studies (i.e., union history, organization, stewardship training)														
b) general social, civic education not directly related to occupation														
c) Other--Specify														

INTERVIEWER NOTE: Space for comments on next page.

15. COMMENTS:

16. Who supplies the instructional services for your program? Indicate an approximate percentage response in each applicable employee category.

DAY RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) community college or polytechnic institute						
b) university						
c) union or professional association						
d) consulting firm						
e) internally run						
f) other--(specify)						

BLOCK RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) community college or polytechnic institute						
b) university						
c) union or professional association						
d) consulting firm						
e) internally run						
f) other--(specify)						

16. cont'd.

EXTENDED LEAVE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) community college or polytechnic institute						
b) university						
c) union or professional association						
d) consulting firm						
e) internally run						
f) other--(specify)						

COMMENTS:

17. Please estimate your leave programs' cost as a percentage of your total annual payroll.

18. What was the main initiative to get your program started?

DAY RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) management/corporate policy						
b) management/union collective bargaining						
c) agreement between management/non-union employees						
d) federal government						
e) provincial government						
f) professional association						
g) Other--(specify)						

BLOCK RELEASE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) management/corporate policy						
b) management/union collective bargaining						
c) agreement between management/non-union employees						
d) federal government						
e) provincial government						
f) professional association						
g) Other--(specify)						

18. (cont'd.)

EXTENDED LEAVE

	Managerial	Professional/ Scientific	Clerical/ Sales	Skilled	Semi- Skilled	Unskilled
a) management/corporate policy						
b) management/union collective bargaining						
c) agreement between management/non-union employees						
d) federal government						
e) provincial government						
f) professional association						
g) Other--(specify)						

COMMENTS:

19. How has the current recession affected your programs? Has it affected participation rates?

Place check mark opposite applicable response.

- | | | |
|--|-------|---------------|
| a) cancel all programs | _____ | |
| b) cancel some programs | _____ | |
| c) restrict participation | _____ | |
| d) restrict participation in some programs | _____ | Specify _____ |
| e) increase participation | _____ | |
| f) increase participation in some programs | _____ | Specify _____ |
| g) reduce length of program | _____ | |
| h) change in who offers program | _____ | Specify _____ |
| i) other | _____ | Specify _____ |

COMMENTS:

20. Do you plan to expand, contract or make other significant changes to your programs in the near future?

Yes _____ No _____

If "Yes", how?

Does this differ for employee categories? How?

21. Do you plan to implement any new types of leave programs in the near future? Describe.

Le Gouvernement du Canada envisage la possibilité de mettre sur pied un Programme national de congé de perfectionnement. Ce programme vise à augmenter la productivité des sociétés et entreprises canadiennes et à accroître les chances de mobilité de carrière des employés en élargissant l'accès aux programmes de formation et de recyclage. Le Groupe d'évaluation des programmes sociaux de l'Université Queen's a été chargé d'effectuer une enquête sur 1) les programmes de congé existants et 2) la praticabilité de programmes de rechange dans les entreprises canadiennes.

Nous prenons la liberté de vous écrire pour vous demander de participer à notre enquête. Votre entreprise a été choisie parmi un échantillon de 400 sociétés commerciales canadiennes qui représentent les huit principaux secteurs de l'économie canadienne ainsi que toutes les régions du pays. Votre participation fournira des renseignements importants au groupe de travail sur le congé de perfectionnement mis sur pied récemment par le ministre d'Emploi et Immigration Canada. Ce groupe de travail doit déposer son rapport au printemps et ses recommandations devraient avoir un impact important sur la formulation des politiques qui affecteront l'emploi et la main-d'oeuvre au Canada.

Si votre entreprise avait un programme de congé de perfectionnement quelconque au cours de l'année dernière, nous vous serions reconnaissants de nous fournir des renseignements sur la portée et les caractéristiques de ce programme et de nous donner votre opinion sur l'efficacité du programme ainsi que sur tout autre programme connexe.

Si votre entreprise n'avait pas de programme de congé de perfectionnement au cours de l'année dernière, nous aimerions connaître votre opinion sur la nécessité d'un tel programme, sur la forme qu'il pourrait prendre, sur son financement et sur le rôle que l'entreprise, les travailleurs et les gouvernements devraient respectivement y jouer.

Dans une semaine environ, un de nos enquêteurs vous téléphonera pour vous demander les renseignements dont nous avons besoin. Nous joignons à la présente un plan général de l'interview. Nous vous demandons de le consulter pour faciliter l'interview téléphonique.

Les renseignements que vous nous donnerez resteront confidentiels. Le groupe de travail ne recevra que les résumés de l'information recueillie et les conclusions. Un exemplaire du rapport de l'étude vous sera envoyé si vous le désirez.

Nous estimons qu'il vous faudra entre dix et trente minutes pour répondre à ce questionnaire. Nous sommes persuadés que l'importance de cette recherche sur l'orientation de la politique canadienne dans ce domaine justifie votre participation. Nous apprécions votre collaboration et nous vous remercions à l'avance.

Cordialement,

Le directeur du Groupe d'évaluation
des programmes sociaux

Alan J.C. King

Bohumir Pazderka, Co-enquêteur

LeRoy E. Whitehead, Co-enquêteur

ETUDES SUR LES PROGRAMMES DE CONGE
DE PERFECTIONNEMENT DANS LES ENTREPRISES
COMMERCIALES ET INDUSTRIELLES DU CANADA

Plan de l'interview

Introduction

Afin de faciliter votre participation dans le déroulement de l'interview téléphonique, nous vous envoyons ci-joint la liste des questions qui seront posées.

Ce questionnaire vise deux buts: 1) connaître les programmes de congé de perfectionnement existants parmi un échantillon d'employeurs canadiens; 2) réunir des opinions en vue d'une éventuelle politique nationale sur les programmes de congé de perfectionnement.

L'interview est divisée en trois parties. Les entreprises sélectionnées doivent toutes répondre aux parties I et II, mais seules les entreprises qui avaient un programme de congé de perfectionnement (tel que défini ci-dessous) au cours de l'année 1982, doivent répondre à la partie III.

Dans la Partie I nous vous demandons de décrire votre entreprise. Dans la Partie II nous vous invitons à donner votre opinion sur les éléments qu'un programme national de congé de perfectionnement devrait contenir. La Partie III vous demande de décrire votre programme de congé.

Pour le besoins de l'enquête, nous nous intéressons plus particulièrement à trois types de congé de perfectionnement à savoir:

CONGE D'UNE JOURNEE: les employés sont libérés de leurs fonctions pour une période d'une à huit heures dans la même journée afin d'assister à des sessions de formation. Les employés peuvent également s'absenter pour une partie de la journée à intervalle régulier pendant une période prolongée pour assister à des cours. Ces cours ou sessions de formation peuvent être offerts dans les locaux de travail par l'entreprise ou par des organismes extérieurs. Ce type de congé n'inclut pas les programmes d'apprentissage, les congrès ou les "séminaires-maison".

CONGE DE PLUSIEURS JOURS: les employés sont libérés de leurs fonctions pour une période allant de deux jours à trois mois afin de suivre des cours ou d'autres programmes de formation offerts dans les locaux de travail par l'entreprise ou par un organisme extérieur. Cette catégorie n'inclut pas les programmes d'apprentissage, les congrès ou les "séminaires-maison".

CONGE PROLONGE: les employés sont libérés de leurs fonctions pour une période de plus de trois mois afin de suivre des cours ou d'autre programmes de formation offerts dans les locaux de travail par l'entreprise ou par un organisme extérieur. Ce type de congé n'inclut pas les programmes d'apprentissage ni les congés "sabbatiques" où l'employé prend simplement un repos, exerce d'autres fonctions ou est en détachement.

Le programmes de congé de perfectionnement auxquels nous nous intéressons sont conçus pour le maintien, le perfectionnement ou le recyclage tel que défini ci-dessous:

MAINTIEN: apprentissage des derniers "développements" ou compétences par une personne qualifiée pour qu'elle se maintienne à jour dans son domaine.

PERFECTIONNEMENT: apprentissage de nouvelles connaissances ou compétences qui permettront à une personne d'assumer plus de responsabilités.

RECYCLAGE: apprentissage d'information ou de compétences qui permettront à une personne dont le métier est dépassé de se former dans un nouveau domaine où il y a de la demande.

PRIERE DE NE PAS RETOURNER CE QUESTIONNAIRE. NOUS VOUS TELEPHONERONS POUR OBTENIR LES REPONSES.

Si vous avez de questions à ce sujet, n'hésitez pas à téléphoner aux soussignés.

LeRoy E. Whitehead

Alan J.C. King

(613) 547-6149

(613) 547-5788

PARTIE I - DESCRIPTION DE L'ENTREPRISE

1. Quel était le nombre total d'employés (y compris les employés à temps partiel) de votre entreprise au Canada au cours de la dernière période normale de paie précédant le 31 décembre 1982?
2. Du nombre total d'employés mentionnés ci-dessus, combien d'entre eux sont dans les catégories suivantes: 1) cadres, 2) professionnels/scientifiques, 3) soutien/vente, 4) spécialisés, 5) non spécialisés? (Si vous avez des bureaux ou des usines dans plusieurs régions, veuillez indiquer le nombre d'employés par catégorie dans chacune des régions.)
3. Votre entreprise offrait-elle un programme de congé de perfectionnement au cours de l'année civile 1982? (Congé d'une journée, congé de plusieurs jours ou congé prolongé tel que défini dans l'introduction?)
4. Mis à part les trois types de congé de perfectionnement mentionnés à la question 3, est-ce que votre entreprise offre un programme quelconque pour une catégorie donnée d'employés après les heures de travail?
5. Votre entreprise participe-t-elle à des programmes d'apprentissage?
6. Au cours des 4 dernières années, avez-vous eu des programmes de congé de perfectionnement que vous avez annulés? Si oui, pourquoi?

PARTIE II - CARACTÉRISTIQUES D'UN PROGRAMME NATIONAL DE CONGÉ DE
PERFECTIONNEMENT ÉVENTUEL

Le but visé dans les questions suivantes est de connaître votre opinion sur la forme que pourrait prendre un programme national de congé de perfectionnement.

1. Les travailleurs canadiens devraient-ils avoir le droit légal de participer à des programmes de maintien, de perfectionnement ou de recyclage pendant les heures normales de travail?
2. Si une telle loi existait, quelle devrait être la période maximum de temps à laquelle un employé aurait droit chaque année dans le cadre d'un programme de congé de perfectionnement? Les employés devraient-ils avoir le droit d'accumuler des crédits de congé d'une année à l'autre?
3. Comment s'assureraient-on que les intérêts de l'employeur sont protégés? (ex.: nombre limité de participants pour une période donnée, droit pour l'employeur de négocier le calendrier ou de reporter les cours, exigences d'accès aux programmes)
4. Le but des programmes de congé de perfectionnement est de former une main-d'oeuvre capable de répondre aux besoins professionnels.
 - (a) Ces programmes devraient-ils être offerts pour certaines catégories d'emploi ou d'industries seulement?
 - (b) Qui devrait déterminer ces catégories d'emploi ou d'industrie (ex.: les gouvernements, le patronat, les syndicats, les associations professionnelles)?
 - (c) Comment devrait-on choisir les participants (ex.: quota provincial, épreuve d'admissibilité)?
5. Dans quelle mesure appuieriez-vous les systèmes de financement suivants?
 - (a) Un programme comparable au plan d'assurance-chômage où l'employeur et l'employé versent chacun des contributions annuelles.
 - (b) Un programme comparable au plan d'épargne-retraite ou au plan d'épargne-logement dont les contributions sont déductibles des impôts.
 - (1) sans contribution de l'employeur
 - (2) avec contribution de l'employeur
 - (c) Déductions sur l'impôt.
 - (1) Le programme pourrait être déductible d'impôt pour l'employeur.
 - (2) La déduction d'impôt de l'employeur excéderait les coûts du programme.
 - (d) Une méthode de pénalisation selon laquelle une entreprise qui dépenserait pour ses programmes de formation et de perfectionnement moins qu'un pourcentage défini des salaires qu'elles paie annuellement, devrait remettre la différence au gouvernement.
 - (e) Autre possibilité (précisez s.v.p.)

6. (a) Qui devrait élaborer et offrir les programmes de congé de perfectionnement (ex.: l'employeur, les associations d'employeurs, les syndicats, les associations professionnelles, les collèges et universités, des spécialistes consultants, des organismes gouvernementaux)?
- (b) Devrait-il y avoir des différences selon les catégories d'emplois?
7. Avez-vous des suggestions à faire sur les différents aspects que pourrait avoir un programme national de congé de perfectionnement?

PARTIE III - CARACTÉRISTIQUES DE PROGRAMMES DE CONGÉ EXISTANTS

NE RÉPONDEZ AUX QUESTIONS DE LA PARTIE III QUE SI VOUS AVIEZ UN PROGRAMME DE CONGÉ AU COURS DE L'ANNÉE 1982

1. Lequel des trois types de programmes de congé de perfectionnement avez-vous offert au cours de 1982 (congé d'une journée, congé de plusieurs jours, congé prolongé)?
2. Quel pourcentage approximatif de travailleurs ont participé à ces programmes de congé en 1982?
3. Quel pourcentage d'employés féminins ont participé à ces programmes?
4. Quels sont les critères établis pour sélectionner les employés qui participent à vos programmes (ex.: ancienneté, épreuve d'admissibilité, etc.)?
5. Combien de temps les participants ont-ils en moyenne consacré à vos programmes en 1982? Ce pourcentage varie-t-il en fonction des catégories d'employés?
6. À approximativement quel pourcentage de son salaire habituel et des avantages connexes normaux le participant a-t-il droit quand il prend part à votre programme de congé?
7. Quel pourcentage du programme (frais d'inscription, livres, transport, logement) est défrayé par l'employé?
8. Quel pourcentage des coûts du programme est défrayé par le(s) gouvernement(s)?
9. Dans quelle mesure le remboursement de l'employé est-il affecté par son échec ou sa réussite?
10. Le participant qui réussit le programme de perfectionnement reçoit-il une récompense ou fait-il l'objet d'une distinction particulière (certificat, augmentation de salaire, prime, promotion, etc.)?
11. Quelles dispositions avez-vous établies pour remplacer les employés qui participent à un programme?
12. Est-ce que le fait qu'un employé s'absente pour participer à un programme affecte le rendement, la productivité ou la qualité du travail de son unité?
13. Est-ce que le rendement, la productivité ou la qualité du travail de l'unité sont affectés par la réussite du participant au programme?
14. Est-ce que les compétences qu'un participant acquiert grâce à votre programme peuvent être également utiles pour d'autres entreprises? D'autres industries?

15. Votre programme comprend-il une étude des relations de travail (ex.: histoire du syndicalisme, organisation, formation des représentants syndicaux) ou un enseignement général qui n'est pas directement relié à un métier?
16. Qui assure l'enseignement dans vos programmes (ex.: collège communautaire ou institut technique, université, syndicat, association professionnelle)?
17. Quel est selon vous le pourcentage du coût de vos programmes de congé par rapport au total des salaires annuel?
18. Quelle a été la raison principale qui vous a amené à commencer votre programme (ex.: décision de gestion ou de compagnie, négociations collectives, gouvernement fédéral ou provincial, association professionnelle, etc.)?
19. La récession actuelle a-t-elle affecté vos programmes? A-t-elle affecté le taux de participation?
20. Avez-vous l'intention d'augmenter, de restreindre ou de modifier vos programmes dans le proche avenir?
21. Avez-vous l'intention de mettre sur pied d'autres programmes de congé dans un proche avenir?
22. Comment évaluez-vous l'efficacité d'un employé qui a suivi un programme de congé de perfectionnement?

ÉTUDES SUR LES PROGRAMMES DE CONGÉ
DE PERFECTIONNEMENT DANS LES ENTREPRISES
COMMERCIALES ET INDUSTRIELLES DU CANADA

Plan de l'interview

PARTIE I - DESCRIPTION DE L'ENTREPRISE

1. Quel était le nombre total d'employés (y compris les employés à temps partiel) de votre entreprise au Canada au cours de la dernière période normale de paie précédant le 31 décembre 1982?

2. Du nombre total d'employés mentionnés ci-dessus, combien d'entre eux sont dans les catégories suivantes: (1) cadres, (2) professionnels/scientifiques, (3) soutien/vente, (4) spécialisés, (5) semi-spécialisés, (6) non-spécialisés? (Si vous avez des bureaux ou des usines dans plusieurs régions, veuillez indiquer le nombre d'employés par catégorie dans chacune des régions.)

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non-spécialisés
Région Atlantique						
Québec						
Ontario						
Les Prairies						
Colombie-Britannique						

INTERVIEWER NOTE: Refer to Appendix regarding definitions of occupational categories.

3. Votre entreprise offrait-elle un programme de congé de perfectionnement au cours de l'année civile 1982? (Congé d'une journée, congé de plusieurs jours ou congé prolongé tel que défini dans l'introduction?)

Oui _____ Non _____

INTERVIEWER NOTE: If the answer to Question 3 is "Oui", ask the respondent to complete Part III also.

4. Mis à part les trois types de congé de perfectionnement mentionnés à la question 3, est-ce que votre entreprise offre un programme quelconque pour une catégorie donnée d'employés après les heures de travail?

Oui _____ Non _____

Si "Oui", nous voulons être informé de ce/ces programme(s).

LE PROGRAMME 1

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
Durée du programme? (ex., congé d'une journée, congé prolongé, etc.)						
Comment est-il financé?						
Qui le donne? (ex., un collègue, etc.)						
Dans quelle spécialité?						
No. de participants?						

LE PROGRAMME 2

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
Durée du programme? (ex., congé d'une journée, congé prolongé, etc.)						
Comment est-il financé?						
Qui le donne? (ex., un collègue, etc etc.)						
Dans quelle spécialité?						
No. de participants?						

INTERVIEWER NOTE: Space for comments on following page.

4. (cont.)

REMARQUES:

5. Votre entreprise participe-t-elle à des programmes d'apprentissage?

Oui _____ Non _____

6. Au cours des quatre dernières années, avez-vous eu des programmes de congé de perfectionnement que vous avez annulés? Si oui, décrivez le(les) programme(s) et pourquoi vous les avez annulés?

PARTIE II - CARACTÉRISTIQUES D'UN PROGRAMME NATIONAL DE CONGÉ DE
PERFECTIONNEMENT ÉVENTUEL

Le but visé dans les questions suivantes est de connaître votre opinion sur la forme que pourrait prendre un programme national de congé de perfectionnement.

1. Les travailleurs canadiens devraient-ils avoir le droit légal de participer à des programmes de maintien, de perfectionnement ou de recyclage pendant les heures normales de travail?
(NOTE: By legal right we mean a legal right in principle, within certain conditions.)

Oui _____ Non _____

REMARQUES:

2. a) Si une telle loi existait, quelle devrait être la période maximum de temps à laquelle un employé aurait droit chaque année dans le cadre d'un programme de congé de perfectionnement?

(Répondez avec les heures, les jours, les semaines, ou les mois, comme approprié.)

- b) Les employés devraient-ils avoir le droit d'accumuler des crédits de congé d'une année à l'autre?

3. Comment s'assurera-t-on que les intérêts de l'employeur sont protégés?
- a) nombre limité de participants pour une période donnée _____
 - b) droit pour l'employeur de négocier le calendrier ou de reporter les cours au temps sans inconvénient _____
 - c) exigences d'accès aux programmes (ex., l'épreuve d'admissibilité, le niveau de scolarité, une évaluation de travail) _____
 - d) participation à la préparation et à la choix des matières des programmes _____
 - e) choix de programmes disponibles _____
 - f) autre-- _____

REMARQUES:

4. Le but des programmes de congé de perfectionnement est de former une main-d'oeuvre capable de répondre aux besoins professionnels.
- a) Ces programmes devraient-ils être offerts pour certaines catégories d'emploi ou d'industries seulement?

4. b) Qui devrait déterminer ces catégories d'emploi ou d'industrie?

INTERVIEWER NOTE: Offer numbers 1 to 6 below as examples. Place check mark(s) opposite respondents answer(s).

- (1) les gouvernements provinciaux _____
- (2) le gouvernement fédéral _____
- (3) le patronat _____
- (4) les syndicats _____
- (5) les associations professionnelles _____
- (6) autre-- _____

Précisez S.V.P. _____

c) Comment devrait-on choisir les participants?

(Place check mark(s) opposite respondents answer (s).)

- (1) l'épreuve d'admissibilité _____
- (2) la décision du surveillant _____
- (3) le niveau de scolarité _____
- (4) une évaluation de travail _____
- (5) autre-- _____

Précisez S.V.P. _____

REMARQUES:

5. Dans quelle mesure appuieriez-vous les systèmes de financement suivants?

	<u>Appui</u> <u>Fort</u>	<u>Appui</u> <u>Modéré</u>	<u>Aucun</u> <u>Appui</u>
a) Un programme comparable au plan d'assurance-chômage où l'employeur et l'employé versent chacun des contributions annuelles	_____	_____	_____
b) Un programme comparable au plan d'épargne-retraite ou au plan d'épargne-logement dont les contributions sont déductibles des impôts.			
(1) sans contribution de l'employeur	_____	_____	_____
(2) avec contribution de l'employeur	_____	_____	_____

Appui Fort Appui Modéré Aucun Appui

5. c) Déductions sur l'impôt.

- (1) le programme pourrait être déductible d'impôt pour l'employeur
- (2) la déduction d'impôt de l'employeur excéderait les coûts du programme

d) Une méthode de pénalisation selon laquelle une entreprise qui dépenserait pour ses programmes de formation et de perfectionnement moins qu'un pourcentage défini des salaires qu'elles paie annuellement, devrait remettre la différence au gouvernement.

e) Autre possibilité (précisez s.v.p.)

REMARQUES:

6. Qui devrait élaborer et offrir les programmes de congé de perfectionnement? Devrait-il y avoir des différences selon les catégories d'emplois?

ex.:

- 1) l'employeur
- 2) les associations d'employeurs
- 3) les syndicats
- 4) les associations professionnelles
- 5) les collèges et universités
- 6) des spécialistes consultants
- 7) des organismes gouvernementaux
- 8) autre possibilité (précisez, s.v.p.)

Insert the number(s) corresponding to the response given for each of the following categories:

	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés

ex.: Qui devrait élaborer et offrir les programmes de congé de perfectionnement pour les cadres?

Réponse: les associations professionnelles, et l'employeur

Cadres
1, 4

6. (cont.)

REMARQUES:

7. Avez-vous des suggestions à faire sur les différents aspects que pourrait avoir un programme national de congé de perfectionnement?

PARTIE III - CARACTÉRISTIQUES DE PROGRAMMES DE CONGÉ EXISTANTS

NE RÉPONDEZ AUX QUESTIONS DE LA PARTIE III QUE SI VOUS AVIEZ UN PROGRAMME DE CONGÉ AU COURS DE L'ANNÉE 1982.

1. Lequel des trois types de programmes de congé de perfectionnement avez-vous offert au cours de 1982

- a) congé d'une journée _____
- b) congé de plusieurs jours _____
- c) congé prolongé _____

2. Quel pourcentage approximatif de travailleurs ont participé à ces programmes de congé en 1982?

Pourcentage total _____

Pouviez-vous me donner le pourcentage dans les catégories des employés?

FOR FIRMS WITH PLANTS OR OFFICES IN MORE THAN ONE REGION AS DETERMINED IN QUESTION2, PART I:

Si vous avez des bureaux (ou des usines) dans plusieurs régions, veuillez indiquer le nombre d'employés (pourcentages) par catégorie dans chacune des régions.

CONGÉ D'UNE JOURNÉE

	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés
Région Atlantique						
Québec						
Ontario						
Regions Prairies						
Colombie-Britannique						
CANADA						

2. (cont.)

CONGÉ DE PLUSIEURS JOURS

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés	Tous
Région Atlantique							
Québec							
Ontario							
Régions Prairies							
Colombie-Britannique							
CANADA							
CONGÉ PROLONGÉ							
	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés	Tous
Région Atlantique							
Québec							
Ontario							
Régions Prairies							
Colombie-Britannique							
CANADA							

REMARQUES:

3. Quel pourcentage d'employés féminins ont participé à ces programmes?

Pourcentage total* _____

* Nous voulons un pourcentage de tous les employés féminins, pas un pourcentage des participants à ces programmes.

Quel sont les pourcentages par catégories d'employés?

- a) Cadres _____
- b) Professionnels/Scientifiques _____
- c) Soutien/Vente _____
- d) Spécialisés _____
- e) Semi-spécialisés _____
- f) Non-spécialisés _____

REMARQUES:

NOTE TO INTERVIEWER--regarding questions that follow.

Make every attempt to determine if policies for leave programs differ between employee categories. If a response to a question is "All Participants" or "All Employees," where appropriate make a check mark or write answer under the "All Participants" or "All Employees" category. If the response differs for each category, check off appropriate column.

4. Quels sont les critères établis pour sélectionner les employés qui participent à vos programmes? Est-ce qu'ils sont différents pour chaque catégorie d'employés?

	Tous les Employés	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) employé: période minimum							
b) épreuve d'admis- sibilité							
c) éducation							
d) autre (précisez)							

5. Combien de temps les participants ont-ils en moyenne consacré à vos programmes en 1982? Ce pourcentage varie-t-il en fonction des catégories d'employés?

- a) Cadres _____
- b) Professionnels/Scientifiques _____
- c) Soutien/Vente _____
- d) Spécialisés _____
- e) Semi-spécialisés _____
- f) Non-spécialisés _____
- g) Tous les participants _____

6. À approximativement quel pourcentage de son salaire habituel et des avantages connexes normaux le participant a-t-il droit quand il prend part à votre programme de congé? Ce pourcentage varie-t-il en fonction des catégories d'employés?

	Tous participants	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés
Congé d'une journée							
Congé de plusieurs jours							
Congé prolongé							
d) autre (précisez)							

REMARQUES:

7. Quel pourcentage du programme (frais d'inscription, livres, transport, logement) est défrayé par l'employé? Ce pourcentage varie-t-il en fonction des catégories d'employés?

	Tous participants	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés
Congé d'une journée							
Congé de plusieurs jours							
Congé prolongé							
d) autre (précisez)							

8. Quel pourcentage des coûts du programme est défrayé par le(s) gouvernement(s)? Ce pourcentage varie-t-il en fonction des catégories d'employés?

	Tous participants	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés
Congé d'une journée							
Congé de plusieurs jours							
Congé prolongé							
d) autre (précisez)							

9. Est-ce que le remboursement de l'employé est affecté par son échec ou sa réussite?

Oui _____ Non _____

Décrivez:

Cette condition est-elle différent parmi les catégories d'employés?

10. Le participant qui réussit le programme de perfectionnement reçoit-il une récompense ou fait-il l'objet d'une distinction particulière?

CONGÉ D'UNE JOURNÉE

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) certificat						
b) promotion immédiate ou plus de responsabilité						
c) potentiel pour la promotion ou plus de responsabilité						
d) augmentation de salaire, ou prime						
e) combinaison (a-d)						
f) autre (précisez)						

CONGÉ DE PLUSIEURS JOURS

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) certificat						
b) promotion immédiate ou plus de responsabilité						
c) potentiel pour la promotion ou plus de responsabilité						
d) augmentation de salaire, ou prime						
e) combinaison (a-d)						
f) autre (précisez)						

10. (cont.)

CONGÉ PROLONGÉ

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) certificat						
b) promotion immédiate ou plus de responsabilité						
c) potentiel pour la promotion ou plus de responsabilité						
d) augmentation de salaire, ou prime						
e) combinaison (a-d)						
f) autre (précisez)						

11. Quelles dispositions avez-vous établies pour remplacer les employés qui participent à un programme?

CONGÉ D'UNE JOURNÉE

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) remplacez l'employé à salaire égale ou supérieur						
b) remplacez l'employé à salaire inférieur						
c) sans remplacer l'employé--un autre employé effectue le travail						
d) sans remplacer l'employé--un autre employé n'effectue pas le travail						

11. (cont.)

CONGÉ DE PLUSIEURS JOURS

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) remplacez l'employé à salaire égale ou supérieur						
b) remplacez l'employé à salaire inférieur						
c) sans remplacer l'employé--un autre employé effectue le travail						
d) sans remplacer l'employé--un autre employé n'effectue pas le travail						

CONGÉ PROLONGÉ

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) remplacez l'employé à salaire égale ou supérieur						
b) remplacez l'employé à salaire inférieur						
c) sans remplacer l'employé--un autre employé effectue le travail						
d) sans remplacer l'employé--un autre employé n'effectue pas le travail						

12. Est-ce que le fait qu'un employé s'absente pour participer à un programme affecte le rendement, la productivité ou la qualité du travail de son unité?

CONGÉ D'UNE JOURNÉE

	Inconnu	Augmenté	Aucun Change- ment	Réduit Quelque peu	Réduit Beaucoup
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

CONGÉ DE PLUSIEURS JOURS

	Inconnu	Augmenté	Aucun Change- ment	Réduit Quelque peu	Réduit Beaucoup
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

CONGÉ PROLONGÉ

	Inconnu	Augmenté	Aucun Change- ment	Réduit Quelque peu	Réduit Beaucoup
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

INTERVIEWER NOTE: Space for comments on following page.

12. (cont.)

REMARQUES:

13. a) Est-ce que le rendement, la productivité ou la qualité du travail de l'unité sont affectés par la réussite du participant au programme? Décrivez, s.v.p.

CONGÉ D'UNE JOURNÉE

	Inconnu	Amélioré Beaucoup	Amélioré Quelque peu	Aucun Change- ment	Réduit
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

CONGÉ DE PLUSIEURS JOURS

	Inconnu	Amélioré Beaucoup	Amélioré Quelque peu	Aucun Change- ment	Réduit
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

13. (cont.)

CONGÉ PROLONGÉ

	Inconnu	Amélioré Beaucoup	Amélioré Quelque peu	Aucun Change- ment	Réduit
a) Cadres					
b) Professionnels/ Scientifiques					
c) Soutien/Vente					
d) Spécialisés					
e) Semi-spécialisés					
f) Non-spécialisés					

b) Comment évaluez-vous l'efficacité d'un employé qui a suivi un programme de congé de perfectionnement?

(1) Cadres

(2) Professionnel/Scientifiques

(3) Soutien/Vente

(4) Spécialisés

13. b) cont.

(5) Semi-spécialisés

(6) Non-spécialisés

AUTRES REMARQUES:

14. Est-ce que les compétences qu'un participant acquiert grâce à votre programme peuvent être également utiles pour d'autres entreprises? D'autres industries? Devrait-il y avoir des différences selon les catégories d'employés?

	Tous les participants	Cadres	Professionnels Scientifiques	Soutien/ Vente	Spécialisés	Semi-Spécialisés	Non Spécialisés
a) Dans votre compagnie mais non dans l'industrie							
b) Dans votre compagnie et dans autre partie de l'industrie							
c) Valable dans n'importe quelle entreprise							

REMARQUES:

15. Votre programme comprend-il une étude des relations de travail (ex.: histoire du syndicalisme, organisation, formation des représentants syndicaux) ou un enseignement général qui n'est pas directement relié à un métier?

	Tous les participants		Cadres		Professionnels Scientifiques		Soutien/ Vente		Spécialisés		Semi-Spécialisés		Non Spécialisés	
	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Oui	Non
étude des relations de travail (histoire du syndicalisme, organisation, formation des rep. synd.)														
enseignement général pas directement relié à un métier														
autre--Précisez														

INTERVIEWER NOTE: Space for comments on next page.

15. (cont.)

REMARQUES:

16. Qui assure l'enseignement dans vos programmes (ex.: CEGEP ou institut technique, université, syndicat, association professionnelle)? Indiquez le pourcentage approximatif pour chaque source dans chaque catégorie d'employés.

CONGÉ D'UNE JOURNÉE

	Cadres	Professionnels/Scientifiques	Soutien/Vente	Spécialisés	Semi-spécialisés	Non-spécialisés
a) CEGEP ou institut technique						
b) université						
c) syndicat ou association professionnelle						
d) consultants/conseils						
e) intérieurement						
f) autre--(précisez)						
	100%	100%	100%	100%	100%	100%

16. (cont.)

CONGÉ DE PLUSIEURS JOURS

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) CEGEP ou institut technique						
b) université						
c) syndicat ou association professionnelle						
d) consultants/conseils						
e) intérieurement						
f) autre--(précisez)						
	100%	100%	100%	100%	100%	100%

CONGÉ PROLONGÉ

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) CEGEP ou institut technique						
b) université						
c) syndicat ou association professionnelle						
d) consultants/conseils						
e) intérieurement						
f) autre--(précisez)						
	100%	100%	100%	100%	100%	100%

INTERVIEWER NOTE: Space for comments on next page.

16. (cont.)

REMARQUES:

17. Quel est selon vous le pourcentage du coût de vos programmes de congé par rapport au total des salaires annuels?

18. Quelle a été la raison principale qui vous a amenée à commencer votre programme?

CONGÉ D'UNE JOURNÉE

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) décision de gestion ou de compagnie						
b) négociations collectives						
c) accord entre cadres et employés non- syndicalisés						
d) gouvernement fédéral						
e) gouvernement provincial						
f) association professionnelle						
g) autre--(précisez)						

18. (cont.)

CONGÉ DE PLUSIEURS JOURS

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) décision de gestion ou de compagnie						
b) négociations collectives						
c) accord entre cadres et employés non- syndicalisés						
d) gouvernement fédéral						
e) gouvernement provincial						
f) association professionnelle						
g) autre--(précisez)						

CONGÉ PROLONGÉ

	Cadres	Professionnels/ Scientifiques	Soutien/ Vente	Spécialisés	Semi- spécialisés	Non- spécialisés
a) décision de gestion ou de compagnie						
b) négociations collectives						
c) accord entre cadres et employés non- syndicalisés						
d) gouvernement fédéral						
e) gouvernement provincial						
f) association professionnelle						
g) autre--(précisez)						

INTERVIEWER NOTE: Space for comments on next page.

18. (cont.)

REMARQUES:

19. La récession actuelle a-t-elle affecté vos programmes? A-t-elle affecté le taux de participation?

- | | | |
|---|-------|----------------|
| a) <u>tous</u> les programmes annulés | _____ | |
| b) quelques programmes annulés | _____ | |
| c) participation limitée | _____ | |
| d) participation limitée dans quelques programmes | _____ | Précisez _____ |
| e) participation augmentée | _____ | |
| f) participation augmentée dans quelques programmes | _____ | Précisez _____ |
| g) durée du programme réduite | _____ | |
| h) changement vis-à-vis qui offre le programme | _____ | Précisez _____ |
| i) autre | _____ | Précisez _____ |

REMARQUES:

20. Avez-vous l'intention d'augmenter, de restreindre ou de modifier vos programmes dans le proche avenir?

Oui _____ Non _____

Si "Oui", comment?

Devrait-il y avoir des différences selon les catégories d'employés?
Comment?

21. Avez-vous l'intention de mettre sur pied d'autres programmes de congé dans un proche avenir? Si "Oui", décrivez-les?

APPENDIX B

Statistical Summaries

Tables 1 to 55

TABLE 1: NUMBER OF RESPONDING FIRMS BY INDUSTRY AND FIRM SIZE

(Response rates in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail, trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	2	4	6	0	2	1	3	4	0	22 (N.A)
100 - 199	2	3	26	2	6	7	5	14	5	70 (84.3%)
200 - 499	2	5	39	3	7	6	10	9	7	88 (75.2%)
500 - 4,999	5	3	45	12	8	15	33	17	6	144 (96.0%)
5,000 +	4	0	7	6	0	5	8	4	2	36 (72.0%)
Total	15	15	123	23	23	34	59	48	20	360
Response Rate	(100%)	(83.3%)	(100%)	(85.1%)	(100%)	(94.4%)	(100%)	(46.6%)	(N.A.)	(90.0%)

Source: Questionnaire, Part I, Question 1 and sample selection procedure.

TABLE 2: DISTRIBUTION OF RESPONDENTS BY FIRM SIZE
(Percentages)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transporta- tion, Commu- nications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	13.3	26.7	4.9	0.0	8.7	2.9	5.1	8.3	0.0	6.1
100 - 199	13.3	20.0	21.1	8.7	26.1	20.6	8.5	29.2	25.0	19.4
200 - 499	13.3	33.3	31.7	13.0	30.4	17.6	16.9	18.8	35.0	24.4
500 - 4,999	33.3	20.0	36.6	52.2	34.8	44.1	55.9	35.4	30.0	40.0
5,000 +	26.7	0.0	5.7	26.1	0.0	14.7	13.6	8.3	10.0	10.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No. of Firms	15	15	123	23	23	34	59	48	20	360

TABLE 3: DISTRIBUTION OF RESPONDENTS BY INDUSTRY
(Percentages)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	9.1	18.2	27.3	0.0	9.1	4.5	13.6	18.2	0.0	100.0 (22 firms)
100 - 199	2.9	4.3	37.1	2.9	8.6	10.0	7.1	20.0	7.1	100.0 (71 firms)
200 - 499	2.3	5.7	44.3	3.4	8.0	6.9	11.4	10.2	8.0	100.0 (87 firms)
500 - 4,999	3.5	2.1	31.2	8.3	5.6	10.4	22.9	11.8	4.2	100.0 (145 firms)
5,000 +	11.1	0.0	19.4	16.7	0.0	13.9	22.2	11.1	5.6	100.0 (35 firms)
Total	4.2	4.2	34.2	6.4	6.4	9.4	16.4	13.3	5.5	100.0 (360 firms)

Source: Table 1.

TABLE 4: NUMBER OF EMPLOYEES IN FIRMS INCLUDED IN THE SAMPLE

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
P	132	0	192	0	0	0	0	176	0	500
- 99	0	145	222	0	72	89	138	95	0	761
T	132	145	414	0	72	89	138	271	0	1,261
P	160	392	868	130	0	325	470	564	0	2,909
N	160	150	2,493	130	826	638	280	1,268	734	6,679
T	320	542	3,361	260	826	963	750	1,832	734	9,588
P	250	1,200	6,405	930	1,358	620	2,263	630	645	14,301
N	300	1,345	5,871	0	635	1,410	976	1,300	1,582	13,419
T	550	2,545	12,276	930	1,993	2,030	3,239	1,930	2,227	27,720
P	9,664	0	35,558	18,426	11,854	12,161	34,790	14,340	7,957	144,750
N	500	1,660	30,094	5,705	0	13,900	18,100	7,074	2,500	79,533
T	10,164	1,660	65,652	24,131	11,854	26,061	52,890	21,414	10,457	224,283
P	60,962	0	58,308	121,746	0	68,184	73,176	26,800	12,600	421,776
N	14,530	0	0	65,000	0	18,000	31,500	0	0	129,030
T	75,492	0	58,308	186,746	0	86,184	104,676	26,800	12,600	550,806
P	71,168	1,592	101,331	141,232	13,212	81,290	110,699	42,510	21,202	584,236
N	15,490	3,300	38,680	70,835	1,533	34,037	50,994	9,737	4,816	229,422
T	86,658	4,892	140,011	212,067	14,745	115,327	161,693	52,247	26,018	813,658

Note: P denotes "firms with programs"; N denotes "firms without programs"; and T denotes "all firms".

TABLE 5: INCIDENCE OF SKILL DEVELOPMENT LEAVE PROGRAMS OF ALL TYPES

(Number of firms with programs as a percentage of all respondents within each cell. Number of firms reporting at least one program is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	100.0 (2)	0.0 (0)	50.0 (3)	N.A. (0)	0.0 (0)	0.0 (0)	0.0 (0)	50.0 (2)	N.A. (0)	31.8 (7)
100 - 199	50.0 (1)	66.7 (2)	26.9 (7)	50.0 (1)	0.0 (0)	28.6 (2)	60.0 (3)	35.7 (5)	0.0 (0)	30.0 (21)
200 - 499	50.0 (1)	20.0 (1)	48.7 (19)	100.0 (3)	57.1 (4)	33.3 (2)	33.3 (7)	55.5 (4)	28.6 (2)	50.0 (43)
500 - 4,999	80.0 (4)	33.3 (1)	64.4 (29)	58.3 (7)	100.0 (8)	46.7 (7)	57.6 (20)	52.9 (10)	66.7 (4)	61.1 (90)
5,000 +	75.0 (3)	N.A. (0)	100.0 (7)	50.0 (3)	N.A. (0)	80.0 (4)	62.5 (4)	100.0 (4)	100.0 (2)	77.8 (27)
Total	73.3 (11)	26.7 (4)	52.8 (65)	60.9 (14)	60.9 (12)	44.1 (15)	57.6 (34)	52.1 (25)	40.0 (8)	52.2 (188)

Source: Table 1 and Questionnaire, Part I, Question 3.

TABLE 6: DISTRIBUTION OF RESPONDENTS AND SKILL DEVELOPMENT LEAVE PROGRAMS (OF ALL TYPES) BY REGION: ALL FIRM SIZES COMBINED

(Firms with programs as percentage of all respondents within each cell. Number of responding firms is in brackets)

Industrial Classification \ Region	Region				
	Atlantic Provinces	Quebec	Ontario	Western Provinces	Canada
Mining	N.A. (0)	50.0 (2)	100.0 (5)	62.5 (8)	73.3 (15)
Construction	N.A. (0)	20.0 (5)	33.3 (6)	25.0 (4)	26.7 (15)
Manufacturing	40.0 (5)	59.5 (37)	47.1 (70)	72.7 (11)	52.8 (123)
Transportation, Communications and Other Utilities	100.0 (1)	50.0 (6)	50.0 (8)	75.0 (8)	60.9 (23)
Wholesale Trade	N.A. (0)	44.4 (9)	54.5 (11)	66.7 (3)	52.2 (23)
Retail Trade	0.0 (2)	42.9 (14)	55.5 (9)	44.4 (9)	44.1 (34)
Finance, Insurance and Real Estate	50.0 (2)	52.4 (21)	58.6 (29)	71.4 (7)	57.6 (59)
Services	N.A. (0)	52.6 (19)	59.1 (22)	28.6 (7)	52.1 (48)
Unidentified	N.A. (0)	N.A. (0)	N.A. (0)	40.0 (20)	40.0 (20)
Total	40.0 (10)	51.3 (113)	53.1 (160)	53.2 (77)	52.2 (360)

Source: Questionnaire, Part I, Question 3.

TABLE 7: INCIDENCE OF FIRM-SPONSORED PROGRAMS FOR EMPLOYEES SEEKING TRAINING ON THEIR OWN TIME

(Number of firms sponsoring such programs as a percentage of all respondents within each cell. Number of responding firms is in brackets.)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	100.0 (2)	25.0 (4)	50.0 (6)	N.A. (0)	0.0 (2)	0.0 (1)	33.3 (3)	50.0 (4)	N.A. (0)	40.9 (22)
100 - 199	0.0 (2)	33.3 (3)	53.8 (26)	100.0 (2)	50.0 (6)	57.1 (7)	100.0 (5)	50.0 (14)	40.0 (5)	54.3 (70)
200 - 499	50.0 (2)	60.0 (5)	76.9 (37)	100.0 (3)	71.4 (7)	33.3 (6)	80.0 (9)	77.8 (9)	71.4 (7)	72.7 (85)
500 - 4,999	100.0 (5)	33.3 (3)	91.1 (45)	100.0 (12)	100.0 (8)	73.3 (15)	90.9 (33)	88.2 (17)	100.0 (6)	89.6 (144)
5,000 +	100.0 (4)	N.A. (0)	85.7 (7)	100.0 (6)	N.A. (0)	100.0 (5)	75.0 (8)	100.0 (4)	100.0 (2)	91.6 (36)
Total	80.0 (15)	40.0 (15)	76.4 (121)	73.9 (23)	69.6 (23)	64.7 (34)	84.7 (58)	72.9 (48)	75.0 (20)	76.5 (357)

Source: Table 1 and Questionnaire, Part I, Question 4.

TABLE 8: INCIDENCE OF APPRENTICESHIP PROGRAMS

(Number of firms operating such programs as a percentage of all respondents within each cell. Number of responding firms is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	0.0 (2)	25.0 (4)	33.3 (6)	N.A. (0)	0.0 (2)	0.0 (1)	33.3 (3)	0.0 (4)	N.A. (0)	18.2 (22)
100 - 199	100.0 (2)	66.7 (3)	30.8 (26)	50.0 (2)	0.0 (6)	42.9 (7)	0.0 (5)	14.3 (14)	60.0 (5)	30.0 (70)
200 - 499	50.0 (2)	80.0 (5)	23.1 (39)	0.0 (3)	28.6 (7)	16.7 (6)	40.0 (10)	22.2 (9)	71.4 (7)	31.8 (88)
500 - 4,999	40.0 (5)	66.7 (3)	46.7 (44)	50.0 (12)	75.0 (8)	33.3 (15)	39.4 (33)	29.4 (17)	83.3 (6)	45.4 (143)
5,000 +	100.0 (4)	N.A. (0)	28.6 (7)	100.0 (6)	N.A. (0)	80.0 (5)	62.5 (8)	100.0 (4)	50.0 (2)	72.2 (36)
Total	60.0 (15)	60.0 (15)	34.1 (122)	56.5 (23)	34.8 (23)	38.2 (34)	39.0 (59)	27.1 (48)	70.0 (20)	40.1 (359)

Source: Table 1 and Questionnaire, Part I, Question 5.

TABLE 9: INCIDENCE OF SKILL DEVELOPMENT LEAVE PROGRAMS BY TYPE

(Number of firms sponsoring each type of program as a percentage of all respondents within each cell)

Industry Firm size (number of empl.)	Type of Program	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	D	0.0	0.0	33.3	N.A.	0.0	0.0	0.0	75.0	N.A.	22.7
	B	100.0	0.0	16.7	N.A.	0.0	0.0	0.0	75.0	N.A.	27.3
	E	0.0	0.0	0.0	N.A.	0.0	0.0	0.0	0.0	N.A.	0.0
100- 199	D	0.0	0.0	23.1	0.0	0.0	14.3	60.0	21.4	0.0	18.6
	B	50.0	33.3	7.7	50.0	0.0	14.3	40.0	21.4	0.0	15.7
	E	0.0	0.0	7.7	0.0	0.0	0.0	0.0	7.1	0.0	4.3
200- 499	D	100.0	20.0	35.9	100.0	57.1	33.3	70.0	44.4	14.3	43.2
	B	0.0	20.0	35.9	66.7	57.1	16.7	40.0	33.3	28.6	35.2
	E	0.0	0.0	2.6	0.0	14.3	0.0	0.0	11.1	0.0	3.4
500-4,999	D	40.0	33.3	48.9	58.3	87.5	33.3	48.5	52.9	66.7	50.7
	B	20.0	33.3	51.1	66.7	87.5	26.7	51.5	52.9	66.7	51.4
	E	20.0	33.3	6.7	8.3	25.0	0.0	3.0	17.6	33.3	9.7
5,000 +	D	100.0	N.A.	85.7	50.0	N.A.	60.0	37.5	75.0	100.0	66.7
	B	100.0	N.A.	100.0	33.3	N.A.	80.0	50.0	100.0	100.0	75.0
	E	75.0	N.A.	57.1	16.7	N.A.	20.0	25.0	25.0	50.0	36.1
Total	D	53.3	13.3	40.6	56.5	47.8	32.4	49.2	45.8	35.0	42.5
	B	53.3	20.0	38.2	56.5	47.8	29.4	45.8	45.8	40.0	41.4
	E	26.7	6.7	8.1	8.7	13.0	2.9	5.1	12.5	15.0	9.2

Note on "Type of Program": D denotes "day release"; B denotes "block release"; E denotes "extended leave".

Source: Table 1 and Questionnaire, Part III, Question 1.

TABLE 10: PERCENTAGE OF WORK FORCE PARTICIPATING IN LEAVE PROGRAMS IN 1982
(Weighted average of participation rates of responding firms with programs within each cell)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	16.1	N.A.	4.4	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	9.2
100 - 199	2.5	6.5	5.5	N.A.	N.A.	1.7	8.7	6.2	N.A.	5.7
200 - 499	60.0	7.5	24.5	36.5	53.5	1.5	21.4	11.6	31.2	23.6
500 - 4,999	6.0	N.A.	15.5	40.3	21.2	27.2	16.2	28.7	7.5	21.0
5,000 +	30.5	N.A.	5.1	25.0	N.A.	2.1	22.9	25.0	10.1	16.3
Total	21.9	6.8	9.0	35.3	23.1	4.3	20.6	25.9	10.1	18.1

Source: Questionnaire, Part I, Question 1, and Part III, Question 2.

TABLE 11: FEMALE WORK FORCE PARTICIPATION IN SKILL DEVELOPMENT LEAVE PROGRAMS

(Percentage of female work force participating in responding firms:
simple mean for each cell. Number of responding firms is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	N.A.	N.A.	3.7 (3)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	3.7 (3)
100 - 199	33.0 (1)	N.A.	N.A.	N.A.	N.A.	10.0 (1)	N.A.	15.0 (1)	N.A.	19.4 (3)
200 - 499	N.A.	N.A.	12.7 (6)	30.0 (1)	1.0 (1)	26.0 (2)	7.6 (4)	22.5 (2)	55.0 (1)	16.5 (17)
500 - 4,999	N.A.	N.A.	16.9 (12)	23.2 (5)	25.8 (2)	55.0 (4)	8.2 (6)	35.8 (5)	30.0 (1)	24.3 (35)
5,000 +	N.A.	N.A.	5.0 (2)	N.A.	N.A.	41.9 (3)	5.0 (1)	15.0 (2)	N.A.	23.8 (8)
Total	33.0 (1)	N.A.	13.1 (23)	24.3 (6)	17.5 (3)	40.8 (10)	7.8 (11)	29.3 (10)	42.5 (2)	21.3 (66)

Source: Questionnaire, Part III, Question 3.

TABLE 12: CRITERIA APPLIED FOR SELECTION OF EMPLOYEES FOR PARTICIPATION IN SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Industrial Classification Criterion	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Minimum Employment with Firm	10.0	0.0	26.6	28.6	33.3	21.4	18.2	13.0	25.0	22.0
Admission Tests	0.0	0.0	4.7	0.0	0.0	7.1	3.0	13.0	0.0	4.4
Educational Background	20.0	0.0	10.9	7.1	0.0	7.1	3.0	4.3	0.0	7.1
Other	70.0	100.0	57.8	64.3	66.7	64.4	75.8	69.7	75.0	66.5
Total	100.0 (10)	100.0 (4)	100.0 (64)	100.0 (14)	100.0 (12)	100.0 (14)	100.0 (33)	100.0 (23)	100.0 (8)	100.0 (182)

Source: Questionnaire, Part III, Question 4.

TABLE 13: CRITERIA APPLIED FOR SELECTION OF EMPLOYEES FOR PARTICIPATION IN SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED

(Positive answers as percentage of all responses.
Number of responses, including multiple answers, is in brackets)

Firm Size (number of employees)	-99	100-199	200-499	500- 4,999	5,000+	Total
Criterion						
Minimum Employment with Firm	0.0	25.0	23.8	22.1	22.2	22.0
Admission Tests	0.0	0.0	4.8	4.7	0.0	4.4
Educational Background	0.0	15.0	9.5	3.5	11.1	7.1
Other	100.0	60.0	61.9	69.7	66.7	66.5
Total	100.0 (7)	100.0 (20)	100.0 (42)	100.0 (86)	100.0 (27)	100.0 (182)

Source: Questionnaire, Part III, Question 4.

TABLE 14: AVERAGE NUMBER OF DAYS A PARTICIPANT SPENT IN SKILL DEVELOPMENT LEAVE PROGRAMS
IN 1982

(Weighted average in each cell reflects number of employees and participation rates reported by responding firms. The number of responding firms is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	5.9 (2)	N.A.	6.3 (3)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	6.0 (5)
100 - 199	5.0 (1)	5.2 (2)	5.9 (4)	N.A.	N.A.	1.8 (2)	2.8 (3)	1.5 (1)	N.A.	4.4 (13)
200 - 499	5.0 (1)	5.0 (1)	15.7 (10)	6.1 (3)	N.A.	N.A.	8.6 (6)	5.0 (1)	2.5 (2)	9.5 (24)
500 - 4,999	N.A.	N.A.	5.7 (24)	2.4 (5)	4.6 (6)	3.2 (2)	3.6 (14)	7.9 (8)	3.8 (2)	4.3 (61)
5,000 +	4.1 (2)	N.A.	4.6 (4)	1.5 (1)	N.A.	3.0 (2)	5.0 (2)	3.1 (4)	5.0 (1)	4.1 (16)
Total	4.1 (6)	5.2 (3)	6.3 (45)	2.3 (9)	4.6 (6)	3.0 (6)	4.7 (25)	4.9 (14)	4.4 (5)	4.3 (119)

TABLE 15: REWARD OR RECOGNITION OF EMPLOYEES UPON SUCCESSFUL COMPLETION OF SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple choices, is in brackets)

Industrial Classification Type of Reward	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Certificate	0.0	25.0	20.0	0.0	30.0	35.3	22.6	21.1	20.0	20.7 (33)
Promotion or Added Responsibility	9.1	12.5	4.4	0.0	0.0	0.0	6.5	0.0	0.0	3.8 (6)
Enhanced Potential	27.3	25.0	35.6	50.0	30.0	23.5	29.0	42.1	40.0	33.3 (53)
Pay Increase or Bonus	36.4	25.0	11.1	12.5	0.0	5.9	16.1	5.3	10.0	12.6 (20)
Other	18.2	0.0	4.4	0.0	10.0	29.4	12.9	5.3	0.0	9.4 (15)
No Recognition	9.1	12.5	24.4	37.5	30.0	5.9	12.9	26.3	30.0	20.1 (32)
Total	100.0 (11)	100.0 (8)	100.0 (45)	100.0 (8)	100.0 (10)	100.0 (17)	100.0 (31)	100.0 (19)	100.0 (10)	100.0 (159)

Source: Questionnaire, Part III, Question 10.

TABLE 16: REWARD OR RECOGNITION OF EMPLOYEES UPON SUCCESSFUL COMPLETION OF SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED

(Positive answers as percentage of all responses.
Number of responses, including multiple choices,
is in brackets)

Type of Reward	Firm Size (number of employees)					
	-99	100-199	200-499	500- 4,999	5,000+	Total
Certificate	0.0	15.4	19.4	21.0	30.0	20.8 (33)
Promotion or Added Responsibility	11.1	7.7	0.0	5.3	0.0	3.8 (6)
Enhanced Potential	44.4	15.4	41.9	28.9	40.0	33.3 (53)
Pay Increase or Bonus	33.3	23.1	9.7	11.8	6.7	12.6 (20)
Other	0.0	7.7	6.4	10.5	13.3	9.4 (15)
No Recognition	11.1	30.8	22.6	22.4	10.0	20.1 (32)
Total	100.0 (9)	100.0 (13)	100.0 (31)	100.0 (76)	100.0 (30)	100.0 (159)

Source: Questionnaire, Part III, Question 10.

TABLE 17: BACKUP PROVISIONS TO REPLACE EMPLOYEES TEMPORARILY ABSENT TO PARTICIPATE IN SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Industrial Classification Type of Provision	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Substitute at same or higher salary	16.7	0.0	24.3	14.3	22.2	14.3	7.7	16.7	16.7	16.7 (22)
Substitute at lower salary	16.7	0.0	10.8	14.3	0.0	14.3	19.2	5.6	0.0	11.4 (15)
No substitute--other employees cover	33.3	66.7	56.8	57.1	55.6	50.0	57.7	66.7	66.7	56.1 (74)
No substitute--other employees do not cover	33.3	33.3	8.1	14.3	22.2	21.4	15.4	11.1	16.7	15.9 (21)
Total	100.0 (12)	100.0 (3)	100.0 (37)	100.0 (7)	100.0 (9)	100.0 (14)	100.0 (26)	100.0 (18)	100.0 (6)	100.0 (132)

Source: Questionnaire, Part III, Question 11.

**TABLE 18: BACKUP PROVISIONS TO REPLACE EMPLOYEES TEMPORARILY
ABSENT TO PARTICIPATE IN SKILL DEVELOPMENT LEAVE PROGRAMS:
DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED**

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Type of Provision	Firm Size (number of employees)					
	-99	100-199	200-499	500-4,999	5,000+	Total
Substitute at same or higher salary	0.0	14.3	22.2	16.4	12.5	16.7 (22)
Substitute at lower salary	0.0	0.0	8.3	14.5	16.7	11.4 (15)
No substitute--other employees cover	100.0	64.3	52.8	50.9	62.5	56.1 (74)
No substitute--other employees do not cover	0.0	21.4	16.7	18.2	8.3	15.9 (21)
Total	100.0 (3)	100.0 (14)	100.0 (36)	100.0 (55)	100.0 (24)	100.0 (132)

Source: Questionnaire, Part III, Question 11.

TABLE 19: EFFECT OF ABSENCE OF PARTICIPANTS IN A SKILL DEVELOPMENT LEAVE PROGRAM ON PRODUCTIVITY AND/OR QUALITY: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses is in brackets)

Industry Classification Effect	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
Increase	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	0.0	1.1 (1)
No Change	50.0	33.3	54.2	0.0	0.0	55.6	26.3	40.0	20.0	36.8 (32)
Some Reduction	50.0	66.7	20.8	100.0	80.0	22.2	52.6	50.0	60.0	46.0 (40)
Substantial Reduction	0.0	0.0	8.3	0.0	20.0	0.0	0.0	0.0	0.0	3.4 (3)
Unknown	0.0	0.0	16.7	0.0	0.0	22.2	15.8	10.0	20.0	12.6 (11)
Total	100.0 (6)	100.0 (3)	100.0 (24)	100.0 (6)	100.0 (5)	100.0 (9)	100.0 (19)	100.0 (10)	100.0 (5)	100.0 (87)

Source: Questionnaire, Part III, Question 12.

TABLE 20: EFFECT OF ABSENCE OF PARTICIPANTS IN A SKILL DEVELOPMENT LEAVE PROGRAM ON PRODUCTIVITY AND/OR QUALITY: DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED

(Positive answers as percentage of all responses.
Number of responses is in brackets)

Effect \ Firm Size (number of employees)	Firm Size (number of employees)					
	-99	100-199	200-499	500-4,999	5,000+	Total
Increase	0.0	16.7	0.0	0.0	0.0	1.1 (1)
No Change	75.0	66.7	28.6	35.0	31.2	36.8 (32)
Some Reduction	25.0	16.7	47.6	50.0	50.0	46.0 (40)
Substantial Reduction	0.0	0.0	9.5	2.5	0.0	3.4 (3)
Unknown	0.0	0.0	14.3	12.5	18.8	12.6 (11)
Total	100.0 (4)	100.0 (6)	100.0 (21)	100.0 (40)	100.0 (16)	100.0 (87)

Source: Questionnaire, Part III, Question 12.

TABLE 21: EFFECT OF PARTICIPATION IN A PROGRAM ON SUBSEQUENT OUTPUT/PRODUCTIVITY/QUALITY:
DISTRIBUTION BY INDUSTRY--ALL FIRMS COMBINED

(Positive answers as percentage of all responses. Number of responses is in brackets)

Industrial Classification Effect	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Much Improved	10.0 (10)	75.0 (4)	29.5 (61)	21.4 (14)	25.0 (12)	33.3 (15)	13.3 (30)	13.6 (22)	0.0 (8)	22.7 (40)
Somewhat Improved	50.0	25.0	50.8	42.8	50.0	46.7	63.3	59.1	100.0	54.5 (96)
No Change	30.0	0.0	3.3	0.0	0.0	0.0	0.0	13.6	0.0	4.5 (8)
Unknown	10.0	0.0	16.4	35.7	25.0	20.0	23.3	13.6	0.0	18.2 (32)
Total	100.0 (10)	100.0 (4)	100.0 (61)	100.0 (14)	100.0 (12)	100.0 (15)	100.0 (30)	100.0 (22)	100.0 (8)	100.0 (176)

Source: Questionnaire, Part III, Question 13a.

**TABLE 22: EFFECT OF PARTICIPATION IN A PROGRAM ON SUBSEQUENT
OUTPUT/PRODUCTIVITY/QUALITY: DISTRIBUTION BY FIRM
SIZE--ALL INDUSTRIES COMBINED**

(Positive answers as percentage of all responses.
Number of responses is in brackets)

Effect \ Firm Size (number of employees)	Firm Size (number of employees)					Total
	-99	100-199	200-499	500-4,999	5,000+	
Much Improved	0.0	50.0	20.0	17.3	28.6	22.7 (40)
Somewhat Improved	100.0	25.0	65.0	58.0	39.3	54.5 (96)
No Change	0.0	10.0	2.5	3.7	7.1	4.5 (8)
Unknown	0.0	15.0	12.5	21.0	25.0	18.2 (32)
Total	100.0 (7)	100.0 (20)	100.0 (40)	100.0 (81)	100.0 (28)	100.0 (176)

Source: Questionnaire, Part III, Question 13a.

TABLE 23: APPLICABILITY OF SKILLS ACQUIRED IN PROGRAMS OPERATED BY RESPONDING FIRMS:
DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses is in brackets)

Industrial Classification Range of Applicability	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Firm Specific	0.0	0.0	1.6	0.0	0.0	7.1	0.0	0.0	0.0	1.1 (2)
Industry Specific	70.0	50.0	30.2	42.9	25.0	35.7	42.4	31.8	62.5	37.8 (68)
Generally Applicable	30.0	50.0	68.2	57.1	75.0	57.1	57.6	68.2	37.5	61.1 (110)
Total	100.0 (10)	100.0 (4)	100.0 (63)	100.0 (14)	100.0 (12)	100.0 (14)	100.0 (33)	100.0 (22)	100.0 (8)	100.0 (180)

Source: Questionnaire, Part III, Question 14.

**TABLE 24: APPLICABILITY OF SKILLS ACQUIRED IN PROGRAMS
OPERATED BY RESPONDING FIRMS: DISTRIBUTION
BY FIRM SIZE--ALL INDUSTRIES COMBINED**

(Positive answers as percentage of all responses.
Number of responses is in brackets)

<div> <div>Firm Size (number of employees)</div> <div>Range of Applicability</div> </div>	-99	100-199	200-499	500- 4,999	5,000+	Total
Firm Specific	0.0	5.0	2.4	0.0	0.0	1.1 (2)
Industry Specific	71.4	40.0	35.7	36.5	34.6	37.8 (68)
Generally Applicable	28.6	55.0	61.9	63.5	65.4	61.1 (110)
Total	100.0 (7)	100.0 (20)	100.0 (42)	100.0 (85)	100.0 (26)	100.0 (180)

Source: Questionnaire, Part III, Question 14.

TABLE 25: INCIDENCE OF PROVISIONS FOR EDUCATION OR TRAINING WHICH IS NOT JOB-RELATED:
DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses within each cell. Number of responses, including multiple answers, is in brackets)

Industrial Classification Type of Education	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidenti- fied	Total
Labour Studies	11.1 (9)	25.0 (4)	17.5 (63)	35.7 (14)	33.3 (12)	14.3 (14)	9.7 (31)	13.0 (23)	25.0 (8)	18.0 (178)
General, Social and Civic Education	11.1 (9)	0.0 (4)	22.2 (63)	50.0 (14)	25.0 (12)	35.7 (14)	19.3 (31)	26.1 (23)	37.5 (8)	25.3 (178)
Other	22.2 (9)	0.0 (4)	1.6 (63)	0.0 (14)	0.0 (12)	0.0 (14)	0.0 (31)	4.3 (23)	0.0 (8)	2.2 (178)

Source: Questionnaire, Part III, Question 15.

**TABLE 26: INCIDENCE OF PROVISIONS FOR EDUCATION OR TRAINING
WHICH IS NOT JOB-RELATED: DISTRIBUTION BY FIRM
SIZE--ALL INDUSTRIES COMBINED**

(Positive answers as percentage of all responses within each cell. Number of responses, including multiple answers, is in brackets)

Type of Education	Firm Size (number of employees)					Total
	-99	100-199	200-499	500-4,999	5,000+	
Labour Studies	0.0 (7)	0.0 (20)	9.5 (42)	21.7 (83)	38.5 (26)	18.0 (178)
General, Social and Civic Education	0.0 (7)	5.0 (20)	23.8 (42)	24.1 (83)	53.8 (26)	25.3 (178)
Other	0.0 (7)	0.0 (20)	4.8 (42)	1.2 (83)	3.8 (26)	2.2 (178)

Source: Questionnaire, Part III, Question 15.

TABLE 27: SUPPLIERS OF INSTRUCTIONAL SERVICES FOR SKILL DEVELOPMENT LEAVE PROGRAMS--DAY RELEASE AND BLOCK RELEASE PROGRAMS ONLY

(Rank according to the number of times supplier indicated by respondents. Multiple answers are included in totals reported in brackets)

Employee Category Supplier	"White Collar"	"Blue Collar"
Internally Run	1 (85)	1 (59)
Community College or Poly- Technical Institute	2 (72)	2 (44)
University	3 (66)	5 (20)
Consulting Firm	4 (58)	3 (25)
Union or Professional Association	5 (45)	4 (24)
Other	6 (24)	6 (17)

Note on Employee Category:

"White Collar" includes "Managerial", "Professional and Scientific", and "Clerical and Sales" employee categories.

"Blue Collar" includes "Skilled", "Semi-skilled" and "Unskilled" employee categories.

Source: Questionnaire, Part III, Question 16.

TABLE 28: ESTIMATED COST OF SKILL DEVELOPMENT LEAVE PROGRAMS TO THE EMPLOYER AS PERCENTAGE OF TOTAL ANNUAL PAYROLL

(Range of reported estimates for each cell. Number of respondents is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	N.A.	N.A.	1.0-10.0 (2)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	1.0-10.0 (2)
100 - 199	N.A.	≤1.0 (1)	≤1.0-5.0 (5)	1.5 (1)	N.A.	1.0 (1)	1.0-2.0 (2)	0.5-1.0 (3)	N.A.	0.5-5.0 (13)
200 - 499	4.0 (1)	N.A.	≤1.0-7.5 (10)	0.1-10.0 (3)	1.0 (1)	1.3 (1)	0.5-1.5 (4)	0.7-5.0 (2)	1.0 (1)	0.1-10.0 (23)
500 - 4,999	2.2-5.0 (2)	0.1 (1)	0.1-1.5 (19)	0.5-6.5 (3)	0.03-1.0 (4)	0.5-5.0 (3)	0.4-3.0 (7)	0.01-1.8 (7)	N.A.	0.03-6.5 (46)
5,000 +	2.0 (1)	N.A.	0.5-1.5 (5)	2.0 (1)	N.A.	1.0 (1)	2.0-3.0 (2)	1.0-1.5 (2)	1.5 (1)	0.5-3.0 (13)
Total	2.0-5.0 (4)	0.1-1.0 (2)	0.1-10.0 (41)	0.1-10.0 (8)	0.03-1.0 (5)	0.5-5.0 (6)	0.4-3.0 (15)	0.01-5.0 (14)	1.0-1.5 (2)	0.03-10.0 (97)

TABLE 29: SOURCES OF INITIATIVE FOR ESTABLISHMENT OF SKILL DEVELOPMENT LEAVE PROGRAMS OF ALL TYPES: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Industrial Classification- Source	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Management/Corporate Policy	50.0	66.7	89.8	73.3	90.9	91.7	75.0	86.4	75.0	80.7 (146)
Collective Bargaining	0.0	0.0	5.1	0.0	9.1	0.0	2.8	4.5	0.0	3.3 (6)
Agreement with Non-union Employer	25.0	0.0	1.7	0.0	0.0	0.0	13.9	9.1	25.0	7.2 (13)
Federal Government	0.0	16.7	0.0	13.3	0.0	0.0	2.8	0.0	0.0	2.2 (4)
Provincial Government	16.7	16.7	1.7	6.7	0.0	8.3	2.8	0.0	0.0	4.4 (8)
Professional Association	8.3	0.0	1.7	6.7	0.0	0.0	2.8	0.0	0.0	2.2 (4)
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0 (0)
Total	100.0 (12)	100.0 (6)	100.0 (59)	100.0 (15)	100.0 (11)	100.0 (12)	100.0 (36)	100.0 (22)	100.0 (8)	100.0 (181)

Source: Questionnaire, Part III, Question 18.

**TABLE 30: SOURCES OF INITIATIVE FOR ESTABLISHMENT OF SKILL DEVELOPMENT LEAVE PROGRAMS OF ALL TYPES:
DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED**
(Positive answers as percentage of all responses.
Number of responses, including multiple answers,
is in brackets)

Firm Size (number of employees) Source	-99	100-199	200-499	500-4,999	5,000+	Total
Management/Corporate Policy	87.5	78.3	81.8	80.7	82.6	80.7 (146)
Collective Bargaining	0.0	4.3	4.5	3.6	0.0	3.3 (6)
Agreement with Non-Union Employees	12.5	0.0	4.5	8.4	13.0	7.2 (13)
Federal Government	0.0	8.7	2.3	1.2	0.0	2.2 (4)
Provincial Governments	0.0	8.7	2.3	4.8	0.0	4.4 (8)
Professional Association	0.0	0.0	4.5	1.2	4.3	2.2 (4)
Other	0.0	0.0	0.0	0.0	0.0	0.0 (0)
Total	100.0 (8)	100.0 (23)	100.0 (44)	100.0 (83)	100.0 (23)	100.0 (181)

Source: Questionnaire, Part III, Question 18.

TABLE 31: IMPACT OF THE CURRENT RECESSION ON SKILL DEVELOPMENT LEAVE PROGRAMS OF ALL TYPES:
DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Industrial Classification/ Impact	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
Cancel All or Some Programs	46.1	0.0	16.2	25.0	14.3	7.1	16.2	9.5	20.0	17.4 (36)
Restrict Participation	38.5	25.0	44.6	45.0	28.6	14.3	29.7	14.3	50.0	35.3 (73)
Increase Participation	0.0	0.0	1.4	15.0	14.3	14.3	5.4	0.0	0.0	4.8 (10)
Reduce Length of Programs	7.7	0.0	0.0	0.0	7.1	7.1	2.7	0.0	0.0	1.9 (4)
Change Supplier of Programs	7.7	0.0	2.7	0.0	7.1	0.0	2.7	0.0	10.0	2.9 (6)
Other	0.0	25.0	6.8	0.0	0.0	0.0	2.7	9.5	0.0	4.3 (9)
No Change	0.0	50.0	28.4	15.0	28.6	57.1	40.5	66.7	20.0	33.3 (69)
Total	100.0 (13)	100.0 (4)	100.0 (74)	100.0 (20)	100.0 (14)	100.0 (14)	100.0 (37)	100.0 (21)	100.0 (10)	100.0 (207)

Source: Questionnaire, Part III, Question 19.

**TABLE 32: IMPACT OF THE CURRENT RECESSION ON SKILL DEVELOPMENT
LEAVE PROGRAMS OF ALL TYPES: DISTRIBUTION BY FIRM
SIZE--ALL INDUSTRIES COMBINED**

(Positive answers as percentage of all responses.
Number of responses, including multiple answers, is
in brackets)

Firm Size (number of employees)						Total
	-99	100-199	200-499	500-4,999	5,000+	
Impact						
Cancel All or Some Programs	25.0	13.0	17.0	16.1	22.2	17.4 (36)
Restrict Participation	25.0	39.1	34.0	33.3	41.7	35.3 (73)
Increase Participation	0.0	0.0	2.1	8.6	2.8	4.8 (10)
Reduce Length of Programs	0.0	0.0	0.0	2.1	5.5	1.9 (4)
Change Supplier of Programs	0.0	0.0	6.4	2.1	2.8	2.9 (6)
Other	0.0	0.0	6.4	4.3	5.6	4.3 (9)
No Change	50.0	47.8	34.0	33.3	19.4	33.3 (69)
Total	100.0 (8)	100.0 (23)	100.0 (47)	100.0 (93)	100.0 (36)	100.0 (207)

Source: Questionnaire, Part III, Question 19.

TABLE 33: ANTICIPATED FUTURE CHANGES IN EXISTING SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all responses. Number of responses, including multiple answers, is in brackets)

Industrial Classification Planned Change	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance Insurance and Real Estate	Services	Unidentified	Total
No Change	55.5	75.0	50.0	42.9	63.6	50.0	42.4	60.9	42.9	50.8 (91)
Expansion	44.5	25.0	45.3	35.7	27.3	50.0	48.5	34.8	28.6	41.9 (75)
Contraction	0.0	0.0	1.6	0.0	0.0	0.0	3.0	4.3	14.3	2.2 (4)
Other	0.0	0.0	3.1	21.4	9.1	0.0	6.1	0.0	14.3	5.0 (9)
Total	100.0 (9)	100.0 (4)	100.0 (64)	100.0 (14)	100.0 (11)	100.0 (14)	100.0 (33)	100.0 (23)	100.0 (7)	100.0 (179)

Source: Questionnaire, Part III, Question 20.

TABLE 34: ANTICIPATED FUTURE CHANGES IN EXISTING SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED

(Positive answers as percentage of all responses.
Number of responses, including multiple answers,
is in brackets)

Firm Size (number of employees) Planned Change	-99	100-199	200-499	500-4,999	5,000+	Total
No Change	85.7	55.0	48.8	46.4	55.5	50.8 (91)
Expansion	14.3	45.0	43.9	42.9	40.7	41.9 (75)
Contraction	0.0	0.0	0.0	3.6	3.7	2.2 (4)
Other	0.0	0.0	7.3	7.1	0.0	5.0 (9)
Total	100.0 (7)	100.0 (20)	100.0 (41)	100.0 (84)	100.0 (27)	100.0 (179)

Source: Questionnaire, Part III, Question 20.

TABLE 35: RESPONDENTS' OPINION ON THE DESIRABILITY OF A LEGAL RIGHT TO PARTICIPATION IN SKILL DEVELOPMENT LEAVE PROGRAMS

(Positive answers as a percentage of all those responding within each cell. Number of firms who expressed opinion is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	0.0 (2)	66.7 (3)	33.3 (6)	N.A. (0)	100.0 (2)	100.0 (1)	66.7 (3)	0.0 (4)	N.A. (0)	42.8 (21)
100 - 199	0.0 (2)	66.7 (3)	30.8 (26)	50.0 (2)	33.3 (6)	57.1 (7)	20.0 (5)	21.4 (14)	20.0 (5)	31.4 (70)
200 - 499	50.0 (2)	20.0 (5)	34.2 (38)	0.0 (3)	20.0 (5)	16.7 (6)	50.0 (10)	33.3 (9)	28.6 (7)	31.8 (85)
500 - 4,999	40.0 (5)	0.0 (3)	29.4 (44)	41.7 (12)	0.0 (7)	42.8 (14)	28.1 (32)	47.0 (17)	20.0 (5)	29.5 (139)
5,000 +	33.3 (3)	N.A. (0)	42.8 (7)	50.0 (6)	N.A. (0)	0.0 (4)	33.3 (6)	75.0 (4)	0.0 (2)	37.5 (32)
Total	28.6 (14)	35.7 (14)	29.8 (121)	39.1 (23)	25.0 (20)	37.5 (32)	33.9 (56)	35.4 (48)	21.0 (19)	32.0 (347)

Source: Questionnaire, Part II, Question 1.

TABLE 36: RESPONDENTS' SUPPORT FOR ESTABLISHMENT OF A LEGAL RIGHT TO SKILL DEVELOPMENT LEAVE PROGRAMS--COMPARISON OF FIRMS PRESENTLY WITH AND WITHOUT PROGRAMS

(Positive answers as a percentage of the number of firms in each category who expressed an opinion)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
P	0.0	N.A.	66.7	N.A.	N.A.	N.A.	N.A.	0.0	N.A.	28.6
- 99 N	N.A.	66.7	0.0	N.A.	100.0	100.0	66.7	0.0	N.A.	50.0
P	0.0	50.0	28.6	100.0	N.A.	0.0	33.3	20.0	N.A.	28.6
100 - 199 N	0.0	100.0	31.5	0.0	33.3	80.0	0.0	22.2	20.0	32.7
P	100.0	0.0	16.7	0.0	0.0	0.0	57.1	20.0	0.0	22.5
200 - 499 N	0.0	25.0	50.0	0.0	33.3	25.0	33.3	50.0	40.0	40.9
P	25.0	0.0	25.0	28.6	0.0	28.6	21.1	55.5	0.0	24.1
500 - 4,999 N	100.0	0.0	18.8	60.0	N.A.	57.1	35.7	37.5	100.0	37.0
P	33.0	N.A.	42.8	33.3	N.A.	0.0	25.0	75.0	0.0	34.6
5,000 + N	0.0	N.A.	N.A.	66.7	N.A.	0.0	100.0	N.A.	N.A.	60.0
P	27.3	25.0	26.9	28.5	0.0	14.3	30.3	40.0	0.0	25.9
Total N	33.3	40.0	32.8	55.5	45.5	55.5	39.1	30.4	36.4	38.6

TABLE 37: SUGGESTED MAXIMUM NUMBER OF DAYS PER YEAR EMPLOYEES SHOULD BE ENTITLED TO SPEND IN SKILL DEVELOPMENT LEAVE PROGRAMS: COMPARISON OF OPINIONS OF RESPONDENTS PRESENTLY WITH AND WITHOUT PROGRAMS

(Range of suggested time in days/year. Number of respondents is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	P 15 (1)	N.A.	10-20 (3)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	10-20 (4)
	N N.A.	20-22 (2)	0-55 (2)	N.A.	N.A.	N.A.	10 (2)	0-1 (2)	N.A.	0-55 (8)
100 - 199	P 10 (1)	7-30 (2)	0-16 (3)	12 (1)	N.A.	3 (1)	0-1 (2)	0-15 (4)	N.A.	0-30 (14)
	N 0 (1)	110 (1)	0-66 (13)	N.A.	0-5 (3)	7-30 (4)	0 (1)	0-48 (7)	10-132 (3)	0-132 (33)
200 - 499	P 38 (1)	5 (1)	0-66 (7)	0-24 (3)	0 (1)	0 (1)	3-66 (4)	0-5 (4)	0 (1)	0-66 (23)
	N N.A.	0-40 (4)	0-143 (12)	N.A.	66-121 (2)	0-12 (3)	10 (1)	0-48 (4)	0-48 (5)	0-143 (31)
500 - 4,999	P 0-10 (2)	N.A.	0-24 (21)	2-5 (4)	0-22 (5)	3-12 (3)	1-66 (11)	0-15 (6)	0 (3)	0-66 (55)
	N 10 (1)	6 (1)	0-48 (9)	5-24 (4)	N.A.	0-44 (6)	0-48 (9)	0-38 (5)	10-18 (2)	0-48 (37)
5,000 +	P 0-10 (2)	N.A.	0-10 (6)	7 (1)	N.A.	0-12 (2)	0-5 (4)	5-15 (3)	N.A.	0-15 (18)
	N 5 (1)	N.A.	N.A.	4-66 (3)	N.A.	5 (1)	10 (1)	N.A.	N.A.	4-66 (6)
Total	P 0-15 (7)	5-30 (3)	0-66 (40)	0-24 (9)	0-22 (6)	0-12 (7)	0-66 (21)	0-15 (17)	0 (4)	0-66 (114)
	N 0-10 (3)	0-40 (8)	0-143 (36)	4-66 (7)	0-121 (5)	0-44 (14)	0-48 (14)	0-48 (18)	0-132 (10)	0-143 (115)

Note: P denotes "firms with programs"; N denotes "firms without programs".

Source: Questionnaire, Part II, Question 2a.

TABLE 38: RESPONDENTS' OPINION ON THE DESIRABILITY OF ALLOWING EMPLOYEES TO ACCUMULATE UNUSED CREDITS FOR LEAVE PROGRAMS

(Positive answers as a percentage of all those responding within each cell. Number of firms who expressed opinion is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	0.0 (0)	33.3 (3)	40.0 (5)	N.A. (0)	0.0 (1)	100.0 (1)	33.3 (3)	0.0 (2)	N.A. (0)	33.3 (15)
100 - 199	0.0 (2)	33.3 (3)	14.3 (21)	0.0 (1)	0.0 (5)	57.1 (7)	20.0 (5)	30.8 (13)	0.0 (5)	21.0 (62)
200 - 499	0.0 (2)	0.0 (5)	18.5 (27)	33.3 (3)	33.3 (6)	0.0 (4)	37.5 (8)	0.0 (8)	33.3 (6)	18.8 (69)
500 - 4,999	50.0 (3)	0.0 (2)	17.6 (34)	10.0 (10)	0.0 (7)	9.1 (11)	7.1 (28)	7.1 (14)	0.0 (2)	16.2 (111)
5,000 +	0.0 (3)	N.A. (0)	16.7 (6)	0.0 (6)	N.A. (0)	0.0 (4)	0.0 (7)	33.3 (3)	0.0 (1)	6.7 (30)
Total	10.0 (10)	15.4 (13)	18.3 (93)	35.0 (20)	10.5 (19)	22.2 (27)	13.7 (51)	17.5 (40)	14.3 (14)	17.8 (287)

TABLE 39: RESPONDENTS' OPINION ON THE DESIRABILITY OF SAFEGUARDS OF EMPLOYER INTEREST: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all those responding.
Number of opinions expressed, including multiple answers, is in brackets)

Industrial Classification Type of Safeguard	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finances, Insurance and Real Estate	Services	Unidentified	Total
Maximum number of participants	24.3	16.7	22.7	20.3	27.1	22.7	22.5	19.1	19.7	22.0 (199)
Negotiation of timing or postponement	16.2	23.3	24.3	22.0	25.0	22.7	23.1	20.9	18.0	22.6 (205)
Admission requirements	10.8	16.7	15.6	18.6	8.3	17.3	18.1	14.8	13.1	15.6 (141)
Participation in Design and Content	13.5	20.0	14.6	13.5	8.3	12.0	12.5	13.9	13.1	13.6 (123)
Choice of programs available	13.5	6.7	12.8	16.9	12.5	13.3	13.1	20.0	11.5	13.8 (125)
Other	21.6	16.7	10.0	8.4	18.7	12.0	10.6	11.3	24.6	12.5 (113)
Total	100.0 (37)	100.0 (30)	100.0 (321)	100.0 (59)	100.0 (48)	100.0 (75)	100.0 (160)	100.0 (115)	100.0 (61)	100.0 (906)

Source: Questionnaire, Part II, Question 3.

**TABLE 40: RESPONDENTS' OPINION ON THE DESIRABILITY OF SAFEGUARDS
OF EMPLOYER INTEREST: DISTRIBUTION BY FIRM SIZE--
ALL INDUSTRIES COMBINED**

(Positive answers as a percentage of all those responding.
Number of opinions expressed, including multiple answers,
is in brackets)

Firm Size (Number of Employees) Type of Safeguard						
	-99	100-199	200-499	500-4,999	5,000+	Total
Maximum number of participants	17.5	20.2	23.7	22.7	19.8	22.0 (199)
Negotiation of timing or postponement	25.0	22.1	22.8	22.2	24.2	22.6 (205)
Admission Requirements	10.0	17.2	15.2	16.2	13.2	15.6 (141)
Participation in design and content	10.0	14.1	15.2	12.6	14.3	13.6 (123)
Choice of programs available	15.0	14.7	13.8	12.6	16.5	13.8 (125)
Other	22.5	11.7	9.4	13.7	12.5	12.5 (113)
Total	100.0 (40)	100.0 (163)	100.0 (224)	100.0 (388)	100.0 (91)	100.0 (906)

Source: Questionnaire, Part II, Question 3.

TABLE 41: RESPONDENTS' OPINION ON THE SELECTIVITY VS. UNIVERSALITY OF SKILL DEVELOPMENT LEAVE PROGRAMS

(Respondents favouring offering of such programs only in designated industries/occupations as a percentage of all those responding within each cell. Number of firms who expressed opinion is in brackets)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufacturing	Transportation, Communication and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	0.0 (1)	0.0 (4)	60.0 (5)	N.A. (0)	50.0 (2)	0.0 (1)	66.7 (3)	66.7 (3)	N.A. (0)	42.1 (19)
100 - 199	0.0 (2)	33.3 (3)	50.0 (22)	50.0 (2)	80.0 (5)	50.0 (6)	100.0 (4)	50.0 (12)	50.0 (4)	53.3 (60)
200 - 499	0.0 (2)	25.0 (4)	56.7 (30)	100.0 (2)	50.0 (6)	60.0 (5)	50.0 (10)	62.5 (8)	33.3 (6)	53.4 (73)
500 - 4,999	50.0 (4)	66.7 (3)	53.1 (32)	70.0 (10)	66.7 (6)	46.7 (15)	48.3 (29)	46.1 (13)	49.0 (5)	52.1 (117)
5,000 +	33.3 (3)	N.A. (0)	20.0 (5)	33.3 (6)	N.A. (0)	50.0 (4)	50.0 (4)	25.0 (4)	0.0 (1)	33.3 (27)
Total	25.0 (12)	28.6 (14)	52.1 (94)	60.0 (20)	68.4 (19)	48.4 (31)	54.0 (50)	50.0 (40)	37.5 (16)	50.3 (296)

Source: Questionnaire, Part II, Question 4a.

TABLE 42: RESPONDENTS' OPINION ON THE SELECTIVITY VS. UNIVERSALITY OF SKILL DEVELOPMENT LEAVE PROGRAMS: COMPARISON OF OPINIONS OF RESPONDENTS PRESENTLY WITH AND WITHOUT PROGRAMS

(Respondents favouring offering of such programs only in designated industries/occupations as a percentage of all those responding within each cell)

Industrial classification Firm size (number of employees)	Mining	Construc- tion	Manufac- turing	Transpor- tation, Communica- tions and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidenti- fied	Total
- 99	P 0.0	N.A.	33.3	N.A.	N.A.	N.A.	N.A.	0.0	N.A.	20.0
	N N.A.	0.0	100.0	N.A.	50.0	0.0	66.7	100.0	N.A.	50.0
100 - 199	P 0.0	50.0	71.4	100.0	N.A.	100.0	100.0	33.3	N.A.	66.7
	N 0.0	0.0	40.0	0.0	80.0	25.0	100.0	55.5	50.0	47.6
200 - 499	P 0.0	0.0	60.0	100.0	66.7	100.0	42.9	75.0	50.0	59.5
	N 0.0	33.3	53.3	N.A.	66.7	33.3	66.7	50.0	25.0	47.2
500 - 4,999	P 66.7	100.0	43.5	66.7	66.7	57.1	52.6	37.5	66.7	52.6
	N 0.0	50.0	77.8	75.0	N.A.	37.5	40.0	60.0	0.0	51.2
5,000 +	P 33.3	N.A.	20.0	66.7	N.A.	66.7	50.0	25.0	0.0	38.1
	N N.A.	N.A.	N.A.	0.0	N.A.	0.0	50.0	N.A.	N.A.	16.7
Total	P 33.3	50.0	49.1	75.0	66.7	71.4	53.3	40.0	50.0	52.9
	N 0.0	20.0	56.1	37.5	70.0	29.4	55.0	60.0	30.0	47.5

Note: P denotes "firms with programs", N denotes "firms without programs"

TABLE 43: RESPONDENTS' PREFERENCES FOR CHOICE OF AUTHORITY DETERMINING OCCUPATIONS OR INDUSTRIES DESIGNATED FOR SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Positive answers as percentage of all those responding.

Number of opinions expressed, including multiple answers, is in brackets)

Industrial Classification Determining Authority	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale Trade	Retail Trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
Provincial Governments	16.1	16.7	17.8	17.5	13.5	13.8	18.7	17.0	12.5	17.0 (115)
Federal Governments	19.3	16.7	20.9	21.0	18.9	19.0	18.7	20.4	8.3	19.5 (132)
Business	38.7	37.5	33.9	29.8	43.2	36.2	31.2	32.9	50.0	34.6 (234)
Unions	9.7	12.5	12.6	19.3	13.5	13.8	12.5	12.5	8.3	13.0 (88)
Professional Associations	9.7	16.7	12.2	12.3	5.4	17.2	14.8	13.6	0.0	12.5 (85)
Other	6.4	0.0	2.6	0.0	5.4	0.0	3.9	3.4	20.8	3.4 (23)
Total	100.0 (31)	100.0 (24)	100.0 (230)	100.0 (57)	100.0 (37)	100.0 (58)	100.0 (128)	100.0 (88)	100.0 (24)	100.0 (677)

Source: Questionnaire, Part II, Question 4b.

TABLE 44: RESPONDENTS' PREFERENCES FOR CHOICE OF AUTHORITY DETERMINING OCCUPATIONS OR INDUSTRIES DESIGNATED FOR SKILL DEVELOPMENT LEAVE PROGRAMS: DISTRIBUTION BY FIRM SIZE--ALL INDUSTRIES COMBINED

(Positive answers as percentage of all those responding, Number of opinions expressed, including multiple answers, is in brackets)

Firm Size (Number of Employees)						
Determining Authority	-99	100-199	200-499	500-4,999	5,000+	Total
Provincial Governments	12.0	18.8	18.9	15.7	16.2	17.0 (115)
Federal Government	8.0	21.3	18.3	19.9	21.6	19.5 (132)
Business	56.0	32.8	33.7	34.9	31.1	34.6 (234)
Unions	12.0	11.5	14.3	13.5	10.8	13.0 (88)
Professional Associations	12.0	14.7	12.6	12.1	10.8	12.5 (85)
Other	0.0	0.8	2.3	3.9	9.5	3.4 (23)
Total	100.0 (25)	100.0 (122)	100.0 (175)	100.0 (281)	100.0 (74)	100.0 (677)

Source: Questionnaire, Part II, Question 4b.

TABLE 45: RESPONDENTS' SUPPORT FOR ALTERNATIVE CRITERIA FOR SELECTION OF PROGRAM PARTICIPANTS: DISTRIBUTION BY INDUSTRY--ALL FIRM SIZES COMBINED

(Firms supporting each criterion as percentage of all firms who expressed opinion. Multiple answers are included in the totals reported in brackets)

Criterion Industry	Admission Tests	Supervisor's Decision	Candidate's Educational Level	Rating of Prior Job Performance	Other Criteria	Total
Mining	25.0	25.0	3.6	17.9	28.6	100.0 (28)
Construction	19.2	19.2	11.5	19.2	30.8	100.0 (26)
Manufacturing	25.6	19.7	10.7	19.7	24.4	100.0 (234)
Transportation, Communications and Other Utilities	24.0	24.0	10.0	20.0	22.0	100.0 (50)
Wholesale Trade	20.0	14.3	5.7	14.3	45.7	100.0 (35)
Retail Trade	28.6	25.0	12.5	25.0	8.9	100.0 (56)
Finance, Insurance and Real Estate	27.6	18.1	12.4	24.8	17.1	100.0 (105)
Services	30.3	18.2	6.1	19.7	25.8	100.0 (66)
Unidentified	12.1	15.2	9.1	15.2	48.5	100.0 (33)
Total	25.3 (160)	19.7 (125)	10.0 (63)	20.4 (129)	24.6 (156)	100.0 (633)

Source: Questionnaire, Part II, Question 4c.

**TABLE 46: RESPONDENTS' SUPPORT FOR ALTERNATIVE CRITERIA FOR
SELECTION OF PROGRAM PARTICIPANTS: DISTRIBUTION
BY FIRM SIZE--ALL INDUSTRIES COMBINED**

(Firms supporting each criterion as percentage of
all firms who expressed opinion. Multiple answers
are included in the totals reported in brackets)

Criterion Firm Size (number of employees)	Admission Tests	Supervisor's Decision	Candidate's Educational Level	Rating of Prior Job Performance	Other Criteria	Total
--99	4.4	3.2	0.0	1.6	5.1	3.3 (21)
100 - 199	26.1	20.8	15.9	17.8	14.7	17.5 (111)
200 - 499	28.3	27.2	27.0	25.6	22.4	26.2 (166)
500 - 4,999	23.9	38.4	44.4	41.9	45.5	41.7 (264)
5,000 +	19.7	10.4	12.7	13.2	12.2	11.2 (71)
Total	100.0 (160)	100.0 (125)	100.0 (63)	100.0 (129)	100.0 (156)	100.0 (633)

Source: Questionnaire, Part II, Question 4c.

TABLE 47: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY MEANS OF REGULAR ANNUAL CONTRIBUTIONS BY EMPLOYERS AND EMPLOYEES

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	0.0	0.0	0.0	N.A.	0.0	N.A.	0.0	0.0	N.A.	0.0
	M	0.0	75.0	16.7	N.A.	50.0	N.A.	50.0	0.0	N.A.	33.3
	N	100.0 (1)	25.0 (4)	83.3 (6)	N.A. (0)	50.0 (2)	N.A. (0)	50.0 (2)	100.0 (3)	N.A. (0)	66.7 (18)
100- 199	S	0.0	33.3	16.7	0	16.7	0.0	25.0	7.1	25.0	13.8
	M	100.0	66.7	20.8	50.0	33.3	66.7	25.0	50.0	25.0	38.5
	N	0.0 (2)	0.0 (3)	62.5 (24)	50.0 (2)	50.0 (6)	33.3 (6)	50.0 (4)	42.9 (14)	50.0 (4)	47.7 (65)
200- 499	S	100.0	20.0	9.4	0.0	16.7	20.0	0.0	11.1	57.1	15.6
	M	0.0	60.0	34.4	0.0	33.3	20.0	33.3	33.3	14.3	31.2
	N	0.0 (1)	20.0 (5)	56.2 (32)	100.0 (3)	50.0 (6)	60.0 (5)	67.7 (9)	55.5 (9)	28.6 (7)	53.2 (77)
500-4,999	S	20.0	33.3	7.0	10.0	0.0	20.0	25.8	7.1	16.7	14.1
	M	60.0	0.0	25.6	30.0	25.0	33.3	22.6	7.1	16.7	24.4
	N	20.0 (5)	66.7 (3)	67.4 (43)	60.0 (10)	75.0 (8)	46.7 (15)	51.6 (31)	85.7 (14)	66.7 (6)	61.5 (135)
5,000 +	S	0.0	N.A.	0.0	0.0	N.A.	0.0	0.0	0.0	N.A.	0.0
	M	50.0	N.A.	16.7	75.0	N.A.	0.0	16.7	0.0	N.A.	25.0
	N	50.0 (4)	N.A. (0)	83.3 (6)	25.0 (4)	N.A. (0)	100.0 (4)	83.3 (6)	100.0 (4)	N.A. (0)	75.0 (28)
Total	S	15.4	20.0	9.0	5.3	9.1	13.3	17.3	6.8	35.3	12.4
	M	53.8	53.3	26.1	36.9	31.8	33.3	25.0	25.0	17.6	29.4
	N	30.8 (13)	26.7 (15)	64.9 (111)	57.9 (19)	59.1 (22)	53.3 (30)	57.7 (52)	68.2 (44)	47.1 (17)	58.2 (323)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "none".

Source: Questionnaire, Part II, Question 5a.

TABLE 48: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY MEANS OF TAX-DEDUCTIBLE CONTRIBUTIONS SIMILAR TO RHOSP, WITHOUT EMPLOYER CONTRIBUTION

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	N.A.	25.0	50.0	N.A.	50.0	N.A.	0.0	33.3	N.A.	35.3
	M	N.A.	25.0	0.0	N.A.	50.0	N.A.	100.0	33.3	N.A.	29.4
	N	N.A. (0)	50.0 (4)	50.0 (6)	N.A. (0)	0.0 (2)	N.A. (0)	0.0 (2)	33.3 (3)	N.A. (0)	35.3 (17)
100- 199	S	100.0	66.7	19.0	50.0	33.3	50.0	40.0	69.2	0.0	40.0
	M	0.0	33.3	23.8	0.0	33.3	16.7	40.0	0.0	33.3	20.0
	N	0.0 (1)	0.0 (3)	57.1 (21)	50.0 (2)	33.3 (6)	33.3 (6)	20.0 (5)	30.8 (13)	67.7 (3)	40.0 (60)
200- 499	S	0.0	50.0	22.2	0.0	33.3	20.0	11.1	37.5	50.0	25.4
	M	0.0	0.0	40.7	33.3	0.0	20.0	22.2	25.0	25.0	26.9
	N	100.0 (1)	50.0 (4)	37.0 (27)	66.7 (3)	66.7 (6)	60.0 (5)	66.7 (9)	37.5 (8)	25.0 (4)	47.8 (67)
500-4,999	S	25.0	33.3	22.5	30.0	12.5	21.4	30.0	0.0	0.0	21.4
	M	25.0	0.0	37.5	40.0	37.5	35.7	26.7	57.1	0.0	34.9
	N	50.0 (4)	66.7 (3)	40.0 (40)	30.0 (10)	50.0 (8)	42.8 (14)	43.3 (30)	42.9 (14)	100.0 (3)	43.6 (126)
5,000 +	S	25.0	N.A.	0.0	0.0	N.A.	25.0	25.0	25.0	N.A.	13.8
	M	75.0	N.A.	50.0	66.7	N.A.	50.0	25.0	50.0	N.A.	55.2
	N	0.0 (4)	N.A. (0)	50.0 (6)	33.3 (6)	N.A. (0)	25.0 (4)	50.0 (5)	25.0 (4)	N.A. (0)	31.0 (29)
Total	S	30.0	42.8	22.0	19.0	27.3	27.6	25.5	33.3	20.0	26.1
	M	40.0	14.3	34.0	42.8	27.3	31.0	31.4	31.0	20.0	31.8
	N	30.0 (10)	42.8 (14)	44.0 (100)	38.1 (21)	45.4 (22)	41.4 (29)	43.1 (51)	35.7 (42)	60.0 (10)	42.1 (299)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "no"

Source: Questionnaire, Part II, Question 5b.

TABLE 49: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY MEANS OF TAX-DEDUCTIBLE CONTRIBUTIONS SIMILAR TO RHOSP, WITH EMPLOYER CONTRIBUTION

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	100.0	0.0	33.3	N.A.	0.0	N.A.	50.0	0.0	N.A.	26.7
	M	0.0	66.7	16.7	N.A.	0.0	N.A.	50.0	100.0	N.A.	40.0
	N	0.0 (1)	33.3 (3)	50.0 (6)	N.A. (0)	100.0 (1)	N.A. (0)	0.0 (2)	0.0 (2)	N.A. (0)	33.3 (15)
100- 199	S	50.0	0.0	21.7	100.0	16.7	25.0	0.0	50.0	50.0	27.8
	M	50.0	50.0	21.7	0.0	66.7	25.0	33.3	16.7	0.0	27.8
	N	0.0 (2)	50.0 (2)	56.5 (23)	0.0 (1)	16.7 (6)	50.0 (4)	66.7 (3)	33.3 (12)	50.0 (2)	44.4 (54)
200- 499	S	0.0	33.3	16.7	0.0	40.0	20.0	12.5	14.3	50.0	20.0
	M	100.0	0.0	36.7	0.0	20.0	20.0	50.0	57.1	25.0	35.4
	N	0.0 (1)	66.7 (3)	46.7 (30)	100.0 (2)	40.0 (5)	60.0 (5)	37.5 (8)	28.6 (7)	25.0 (4)	44.6 (65)
500-4,999	S	40.0	33.3	15.8	22.2	0.0	35.7	33.3	8.3	20.0	22.6
	M	20.0	0.0	36.8	33.3	50.0	28.6	33.3	58.3	40.0	36.3
	N	40.0 (5)	66.7 (3)	47.4 (38)	44.4 (9)	50.0 (8)	35.7 (14)	33.3 (30)	33.3 (12)	40.0 (5)	41.1 (124)
5,000 +	S	0.0	N.A.	0.0	0.0	N.A.	0.0	20.0	0.0	100.0	7.7
	M	33.3	N.A.	33.3	75.0	N.A.	0.0	20.0	75.0	0.0	38.5
	N	66.7 (3)	N.A. (0)	66.7 (6)	25.0 (4)	N.A. (0)	100.0 (3)	60.0 (5)	25.0 (4)	0.0 (1)	53.8 (26)
Total	S	33.3	18.2	17.5	18.8	15.0	26.9	27.1	19.4	41.7	21.8
	M	33.3	27.3	32.0	37.5	45.0	23.1	35.4	50.0	25.0	34.8
	N	33.3 (12)	54.5 (11)	50.5 (103)	43.8 (16)	40.0 (20)	50.0 (26)	37.5 (48)	30.5 (36)	33.3 (12)	43.3 (284)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "none"
Source: Questionnaire, Part II, Question 5b.

TABLE 50: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY MAKING 100 PERCENT OF EMPLOYER'S COSTS TAX DEDUCTIBLE

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support										
		Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	N.A.	0.0	66.7	N.A.	50.0	N.A.	100.0	33.3	N.A.	50.0
	M	N.A.	66.7	0.0	N.A.	50.0	N.A.	0.0	66.7	N.A.	31.2
	N	N.A. (0)	33.3 (3)	33.3 (6)	N.A. (0)	0.0 (2)	N.A. (0)	0.0 (2)	0.0 (3)	N.A. (0)	18.8 (16)
100- 199	S	0.0	66.7	50.0	100.0	60.0	50.0	66.7	30.8	50.0	48.3
	M	100.0	33.3	25.0	0.0	20.0	50.0	0.0	61.5	0.0	33.3
	N	0.0 (2)	0.0 (3)	25.0 (24)	0.0 (2)	20.0 (5)	0.0 (4)	33.3 (3)	7.7 (13)	50.0 (4)	18.3 (60)
200- 499	S	N.A.	60.0	50.0	0.0	50.0	60.0	55.5	50.0	80.0	52.0
	M	N.A.	0.0	29.4	33.3	16.7	0.0	33.3	37.5	0.0	24.0
	N	N.A. (0)	40.0 (5)	20.6 (34)	66.7 (3)	33.3 (6)	40.0 (5)	11.1 (9)	12.5 (8)	20.0 (5)	24.0 (75)
500-4,999	S	80.0	66.7	30.0	66.7	37.5	35.7	60.7	46.2	40.0	45.6
	M	20.0	0.0	45.0	33.3	37.5	50.0	25.0	30.8	20.0	35.2
	N	0.0 (5)	33.3 (3)	25.0 (40)	0.0 (9)	25.0 (8)	14.3 (14)	14.3 (28)	23.1	40.0 (5)	19.2 (125)
5,000 +	S	33.3	N.A.	20.0	16.7	N.A.	25.0	60.0	50.0	100.0	35.7
	M	66.7	N.A.	60.0	66.7	N.A.	50.0	20.0	25.0	0.0	46.4
	N	0.0 (3)	N.A. (0)	20.0 (5)	16.7 (6)	N.A. (0)	25.0 (4)	20.0 (4)	25.0 (4)	0.0 (1)	17.9 (28)
Total	S	50.0	50.0	42.2	45.0	47.6	40.7	61.7	41.5	60.0	47.0
	M	50.0	21.4	33.9	40.0	28.6	40.7	23.4	43.9	6.7	32.9
	N	0.0 (10)	28.6 (14)	23.9 (109)	15.0 (20)	23.8 (21)	18.5 (27)	14.9 (47)	14.6 (41)	33.3 (15)	20.1 (304)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "none".
Source: Questionnaire, Part II, Question 5c.

TABLE 51: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY MAKING MORE THAN 100 PERCENT OF EMPLOYER'S COSTS TAX DEDUCTIBLE

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	0.0	25.0	40.0	N.A.	100.0	N.A.	50.0	0.0	N.A.	40.0
	M	0.0	0.0	20.0	N.A.	0.0	N.A.	50.0	100.0	N.A.	20.0
	N	100.0 (1)	75.0 (4)	40.0 (5)	N.A. (0)	0.0 (2)	N.A. (0)	0.0 (2)	0.0 (1)	N.A. (0)	40.0 (15)
100- 199	S	100.0	66.7	34.8	100.0	20.0	40.0	50.0	66.7	0.0	43.4
	M	0.0	33.3	21.7	0.0	60.0	40.0	0.0	11.1	0.0	22.6
	N	0.0 (1)	0.0 (3)	43.5 (23)	0.0 (1)	20.0 (5)	20.0 (5)	50.0 (4)	22.2 (9)	100.0 (2)	34.0 (53)
200- 499	S	0.0	25.0	32.2	0.0	40.0	40.0	25.0	44.4	0.0	30.0
	M	0.0	25.0	19.4	50.0	0.0	0.0	25.0	22.2	40.0	20.0
	N	100.0 (1)	50.0 (4)	48.4 (31)	50.0 (2)	60.0 (5)	60.0 (5)	50.0 (8)	33.3 (9)	60.0 (5)	50.0 (70)
500-4,999	S	33.3	33.3	21.6	33.3	20.0	23.1	28.6	46.2	0.0	27.2
	M	33.3	0.0	29.7	33.3	60.0	46.2	46.4	15.4	0.0	34.2
	N	33.3 (3)	66.7 (3)	48.6 (37)	33.3 (9)	20.0 (5)	30.8 (13)	25.0 (28)	38.5 (13)	100.0 (3)	38.6 (114)
5,000 +	S	0.0	N.A.	50.0	0.0	N.A.	25.0	20.0	50.0	N.A.	25.0
	M	33.3	N.A.	25.0	75.0	N.A.	50.0	20.0	50.0	N.A.	41.7
	N	66.7 (3)	N.A. (0)	25.0 (4)	25.0 (4)	N.A. (0)	25.0 (4)	60.0 (5)	0.0 (4)	N.A. (0)	33.3 (24)
Total	S	22.2	35.7	30.0	25.0	35.3	29.6	29.8	50.0	0	31.5
	M	22.2	14.3	24.0	43.8	35.3	37.0	36.2	22.2	20.0	28.3
	N	55.5 (9)	50.0 (14)	46.0 (100)	31.2 (16)	29.4 (17)	33.3 (27)	34.0 (47)	27.8 (36)	80.0 (10)	40.2 (276)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "none".
Source: Questionnaire, Part II, Question 5c.

TABLE 52: RESPONDENTS' SUPPORT FOR FUNDING OF SKILL DEVELOPMENT PROGRAMS BY A TRAINING LEVY

(Percentage of all those responding within each cell.
Number of firms who expressed opinion is in brackets)

Industry Firm size (number of empl.)	Level of support	Mining	Construction	Manufacturing	Transportation, Communications and Other Utilities	Wholesale trade	Retail trade	Finance, Insurance and Real Estate	Services	Unidentified	Total
- 99	S	0.0	0.0	0.0	N.A.	0.0	N.A.	0.0	0.0	N.A.	0.0
	M	0.0	33.3	0.0	N.A.	0.0	N.A.	50.0	0.0	N.A.	11.8
	N	100.0 (1)	66.7 (3)	100.0 (6)	N.A. (0)	100.0 (2)	N.A. (0)	50.0 (2)	100.0 (3)	N.A. (0)	88.2 (17)
100- 199	S	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	20.0	3.1
	M	0.0	0.0	8.7	50.0	0.0	16.7	50.0	7.7	0.0	10.9
	N	100.0 (2)	66.7 (3)	91.3 (23)	50.0 (2)	100.0 (6)	83.3 (6)	50.0 (4)	92.3 (13)	80.0 (5)	85.9 (64)
200- 499	S	0.0	20.0	6.6	0.0	0.0	0.0	11.1	22.2	0.0	8.1
	M	0.0	0.0	6.6	0.0	0.0	20.0	33.3	22.2	16.7	12.2
	N	100.0 (1)	80.0 (5)	86.7 (30)	100.0 (3)	100.0 (6)	80.0 (5)	55.5 (9)	55.5 (9)	83.3 (6)	79.7 (74)
500-4,999	S	0.0	0.0	2.6	0.0	12.5	0.0	6.7	0.0	0.0	3.1
	M	25.0	0.0	17.9	20.0	0.0	6.7	13.3	14.3	0.0	13.2
	N	75.0 (4)	100.0 (3)	79.5 (39)	80.0 (10)	87.5 (8)	93.3 (15)	80.0 (30)	85.7 (14)	100.0 (6)	83.7 (129)
5,000 +	S	25.0	N.A.	0.0	20.0	N.A.	0.0	0.0	25.0	0.0	10.0
	M	0.0	N.A.	33.3	40.0	N.A.	0.0	50.0	0.0	0.0	23.3
	N	75.0 (4)	N.A. (0)	66.7 (6)	40.0 (5)	N.A. (0)	100.0 (4)	50.0 (6)	75.0 (4)	100.0 (1)	66.7 (30)
Total	S	8.3	14.3	2.9	5.0	4.5	0.0	5.9	7.0	5.5	4.8
	M	8.3	7.1	12.5	25.0	0.0	10.0	25.5	11.6	5.5	13.4
	N	83.3 (12)	78.6 (14)	84.6 (104)	70.0 (20)	95.4 (22)	90.0 (30)	68.6 (51)	81.4 (43)	88.9 (18)	81.8 (314)

Note on "Level of Support": S denotes "strong", M denotes "moderate", N denotes "no"

Source: Questionnaire, Part II, Question 5d.

TABLE 53: RESPONDENTS' PREFERENCES FOR INSTITUTIONS DELIVERING SKILL DEVELOPMENT PROGRAMS: ALL INDUSTRIES AND FIRM SIZES COMBINED

(Rank according to the number of times supplier selected by respondents. Multiple answers are included in totals reported in brackets)

Recipient of Programs Supplier of Programs	Managerial	Professional and Scientific	Clerical and Sales	Skilled	Semi-Skilled	Un-Skilled
Employers	1 (235)	1 (218)	1 (223)	1 (219)	1 (211)	1 (204)
Colleges and Universities	2 (183)	2 (167)	2 (161)	2 (156)	2 (140)	2 (139)
Professional Associations	3 (102)	3 (108)	5 (81)	5 (76)	5 (73)	5 (72)
Employer Associations	4 (97)	5 (85)	3 (88)	4 (87)	4 (83)	4 (84)
Government Agencies	5 (89)	4 (88)	4 (86)	3 (193)	3 (92)	3 (88)
Consulting Firms	6 (68)	6 (59)	6 (58)	7 (54)	7 (53)	7 (49)
Unions	7 (43)	7 (43)	7 (43)	6 (64)	6 (54)	6 (51)
Other	8 (20)	8 (16)	8 (14)	8 (17)	8 (15)	8 (14)

Source: Questionnaire, Part II, Question 6.

TABLE 54: ANTICIPATED FUTURE INTRODUCTION OF NEW TYPES OF SKILL DEVELOPMENT LEAVE PLANS

(Firms reporting planned future introduction as a percentage of all respondents within each cell. Number of respondents is in brackets)

a) Distribution by Industry
(all firm sizes combined)

Industry	Incidence
Mining	33.3 (6)
Construction	0.0 (4)
Manufacturing	25.0 (60)
Transportation, Communications and Other Utilities	21.4 (14)
Wholesale Trade	41.7 (12)
Retail Trade	15.4 (13)
Finance, Insurance and Real Estate	15.6 (32)
Services	21.7 (23)
Unidentified	12.5 (8)
Total	22.1 (172)

b) Distribution by Firm Size
(all industries combined)

Firm Size (number of employees)	Incidence
- 99	14.3 (7)
100 - 199	20.0 (20)
200 - 499	17.9 (39)
500 - 4,999	23.5 (81)
5,000+	28.0 (25)
Total	(172)

Source: Questionnaire, Part III, Question 21

TABLE 55: INCIDENCE OF PROGRAMS DISCONTINUED DURING THE PAST FOUR YEARS

(Firms reporting discontinued programs as a percentage of all respondents within each cell.
Number of respondents is in brackets)

**a) Distribution by Industry
(all firm sizes combined)**

Industry	Incidence
Mining	46.7 (15)
Construction	13.3 (15)
Manufacturing	15.6 (122)
Transportation, Communications and Other Utilities	8.7 (23)
Wholesale Trade	0.0 (23)
Retail Trade	3.2 (31)
Finance, Insurance and Real Estate	16.1 (56)
Services	2.2 (46)
Unidentified	15.0 (20)
Total	12.5 (351)

**b) Distribution by Firm Size
(all industries combined)**

Firm Size (number of employees)	Incidence
- 99	5.3 (19)
100 - 199	7.5 (67)
200 - 499	11.4 (88)
500 - 4,999	14.4 (142)
5,000+	22.9 (35)
Total	12.5 (351)

Source: Questionnaire, Part I, Question 6

APPENDIX C

Case Studies

Firms A to H

FIRM A

A. CHARACTERISTICS

This is a well-established firm comprising three divisions which operate within a mature segment of the manufacturing category. Its approximately 9,000 employees, down some 2,000 since 1977, are dispersed across Canada, with the greatest concentration in the province of Quebec. Labour negotiations, handled by a Director of Industrial Relations, are conducted with the Centre syndical democratique.

The firm is decentralizing control of its human resources down to the three operating levels (divisions), a major reason being to monitor individual profit centres.

Under the Vice President, Administration and Resources, training is split between Managerial Training and Supervisory Training, with Vocational Skills Training falling under the former.

B. NATURE OF THE TRAINING PROGRAMS

Since 1982 was an exceptional year in the history of Firm A in that some training programs were cancelled in direct response to recessionary pressures, it was decided to consider as a framework the company's training history over the past five years in order to give a truer picture of the flavour and conditions of training. This firm is committed to an extensive training program which involves courses both

on a day release and a block release basis. There are two day release courses: (1) Textile Technology, offered one afternoon per week over a period of 16 weeks, and (2) Second Language Training, offered several hours twice a week over varying periods of time.

The block release courses are: (1) Instructional Techniques, which is one week in length; (2) Textile 101, which provides an overview of the business in two days; (3) a Managerial course, lasting six weeks; and (4) Supervisory Development, lasting one week. The courses which affected the largest number of employees were the latter three block release courses, and one participant from each was interviewed.

Generally, the reaction about the courses was positive. Some of the comments were as follows:

"Very positive; informative--I learned a lot about the system. We enjoyed the course (Textile 101) immensely..." There was no connection with my job directly. But it gave the larger context within which I do my job.... Generally the instructors are top notch. This particular course gives a better overall appreciation for the company's operations."

"The aim of the (Managerial) course was to get a general exposure to various aspects of business, and to meet some other people inside the company. I have a fairly good feeling about the course overall.... It was hard to judge if it helped directly."

"The Supervisory Development course, was good, basic learning, but theory is not easy to put into practice. School is completely different from work.... Anyway, a person must develop himself; school alone is not enough. It should be made more practical, and practice the theory. They talk like it is 'a piece of cake', but it is another thing on the job."

All employees are required to take Textile 101 and as in the Managerial course they receive no formal evaluation or recognition for success.

About the Supervisory Development course, the interviewee said,

"Being chosen for the course was the biggest aspect of recognition. I had some experience and leadership ability and they needed someone to possess the further knowledge. In the course itself there was no recognition for success...."

There are several arrangements worthy of note within the company's training program: collaboration with local CEGEPs in the development of some courses; the "renting out" of their training cadre to local school boards; and scheduling instructors in the non-salaried sector (e.g., machine operators) according to the state of their biorhythms to maximize learning. Instructors are paired with each other and with workers in such a way as to avoid interpersonal conflicts when the biorhythm factors are "negative", and to maximize their productivity when the factors are "positive".

C. RELATIONSHIP WITH GOVERNMENTS

The views of the firm's officials about the establishment of a national policy on skill development leave were quite strong and worth outlining. The subtopics which emerged from their comments were (1) responsibility for development and delivery, (2) incentives, and (3) options for government intervention. It is important to distinguish the two categories of skill development leave--where the employer pays and where the employer does not pay.

1. Responsibility for Development and Delivery

Assuming there is to be a national leave program, a steering committee should oversee every step of program development and

operation. Representatives from all industry sectors and from all regions could complement the knowledge of bureaucrats. It would be wise to use industry's competence and experience (large and small firms) in the policy and program formulation process at least. This approach was adopted on a number of occasions with the Quebec provincial government, for example, in the program for "Francization of Industries". Industry, government, and a consulting firm collaborated on a plan that solved many more problems than it left unresolved.

"This is the source of my problems with the government people--they often support courses for which we see no productive need." Training for the sake of training should be avoided. Nonetheless, if the aim is to reduce unemployment, then the government should be responsible for developing and delivering SDL programs in consultation with industry for all categories of work in all industries.

2. Incentives to Train

Industry generally hesitates to invest money into training because training is not glamorous--it has a very low profile, unlike a newly painted wall or a new machine. For this reason tax incentives would be an excellent way to get industries to work on training. Generally speaking, training does not happen unless it is in the direct interest of an enterprise.

3. Skills Exchange Bank

Where a bona fide need for skill development exists in any area of a company, and the company cannot pay for it, that would be an appropriate time for intervention. A skills exchange bank coordinated by the CEIC could then be drawn upon. For example, a professor from a local college or university could be invited to write and deliver the necessary course, with the company paying 25 percent of the costs. A skills exchange bank would foster closer tie between business and academia, as well as provide further training incentive to both. This would be of greatest help to small businesses because of their typically small profit margins.

Similarly, larger companies with established training cadres could, like Firm A, rent their training services to local school boards. This provides more training money for the firm, and also gives their trainers more experience. (It is also felt that this arrangement helps prevent the stealing of employees because Firm A's reputation is thereby enhanced within the current and potential labour markets.)

The same strategy could, of course, see the larger company as a direct resource available to smaller companies. In some cases this would be more appropriate than having academic courses given by institutions, especially when greater expertise resides within industry itself.

4. Rights and Responsibilities

For business and industry, the consideration of social obligation is secondary to economic survival. The reverse is assumed to be true for a democratic government. It was pointed out that without the economic survival of private enterprise government power to exercise its social obligations would be radically reduced.

If a worker is given the "legal right" to leave, would he also have the "legal right" to refuse such training? Therein lies one difficulty in legalizing the right to train: one participant in the contract might be cut with both edges of the sword. An enterprise might in effect be forced to grant leave to all employees, and when it was in their clear interest to send John Doe for specific training, John could refuse. Or equally untenable, if the law so stated, he could be obliged to go regardless of his circumstances.

Clearly, negotiation and economic need must be the basis of industry-financed training if an enterprise is to survive. Incentives to train are a far more effective tool than legislation.

This argument obviates the question of accumulation of leave credits. Such a plan would "... open up a Pandora's box because of the cost of administering the program, and because of the potential abuses (e.g., the federal government's current problems with accumulating sick leave credits...)." .

D. CONCLUSION

Firm A is already committed to a vigorous training philosophy based on supporting the continuing economic health of the enterprise. They believe that judicious government intervention in the training field could, with appropriate consultation, finally benefit all parties concerned, and possibly help alleviate some of Canada's longer range economic weaknesses.

FIRM B

A. CHARACTERISTICS

An international conglomerate in the combined categories of resources and services, this Canadian firm (excluding subsidiaries) has close to 13,000 employees in total, 6,200 of them classified as managerial, professional and scientific, 2,800 clerical and administrative, and 4,000 skilled, semi-skilled and unskilled. Prior to 1982, leave was granted for general education and skill development subject to manager approval; however, participants were given no guarantee of a job upon return, no pay, and only thirty days of benefits. Few employees participated. After 1982, and extensive cutbacks to reduce company size, employees were encouraged to take educational tuition-refundable leave for any desired length of time. Interest-free loans are provided by the company for tuition and repayable over twelve months. An employee on leave often receives two months pay, full benefits coverage and a guarantee of a comparable job upon successful completion of his/her program. Occasionally, an arrangement is made to maintain a 50 percent job capability. A total of 1,500 employees have taken advantage of this educational-refund plan.

B. NATURE OF TRAINING PROGRAM

It is important to note that this firm separates its skill development training into (1) professional and management training, and (2) occupational training. As a result of the cost-restraint program instituted for 1982, all outside programs were dropped or internalized so that the current programs are run entirely "in-house". In 1982, at

least 32 percent of the work force participated in the firm's programs as well as extended educational leave. On average, four days were spent by participants during in-house programs. Information on costs of these programs was not available.

The Employee Relations Division, which is solely responsible for the training of management personnel and professionals at the corporate level, shares responsibility with the individual branches for the development of professionals at the operations level.

There is a clear distinction among the services offered by the company's three operating branches, each with a substantially different employee base in terms of skills, and each is responsible for its own occupational training. Since no information with regard to the occupational category of training is kept at the corporate level where the interview took place, those training programs cannot be described in this case study.

1. Needs Assessments

Each year a demand survey is taken, based on supervisor appraisals, in an attempt to identify the general skills which are perceived as need areas. The Human Resource Department then assesses these perceived need areas by observation on location. This assessment is to determine whether a problem does exist and if so how best to rectify it, for example, through self-help endeavours, adjustments to an existing program, or creation of a new program.

The Employee Relations Division also consults the Long-Range Planning Division to ensure that the training programs are preparing the firm's human resources in accordance with the firm's overall business objectives and future plans.

2. Programs and Courses

At the corporate level there are four programs: management skills, business skills, personal skills, and career planning. Plans are being made to extend career courses and to implement a program for senior management and executives. At the operations level there are programs in sales, accounting, engineering disciplines, and systems-computer services. Each program has a manager who is responsible for the program's total content, for coordinating the individual courses, and for ensuring a minimum of repetition.

Courses are primarily block release in nature, averaging between three and five days in duration. They are aimed primarily at the Professional-Scientific category of employees and are scheduled well in advance. As a result, backup provisions are generally unnecessary and productivity is only minimally affected during an employee's participation in a course.

3. Evaluation Procedures

There is an ongoing supervisor monitoring system which plays a major role in the annual demand survey. In addition, supervisor evaluations are completed between two and four months after an employee completes a business or management skills course in an

attempt to determine how well the employee has learned and been able to apply skills and concepts learned.

Evaluations by the participants are elicited immediately after each course to help determine the effectiveness of course presentation and content, and to ensure that the proper audience is being addressed. In addition, the firm is in the process of implementing a computerized follow-up evaluation procedure to measure participants' assessments of benefits over the long term. The general impression from these evaluations is that the instruction is of good quality and that the courses are useful, interesting and worthwhile. This impression was confirmed by interviews with three employees who had participated recently in a broad range of courses. The employees stressed the extreme importance of tying training to the long-term goals of both the firm and the individual. For this reason, career planning courses were seen as very beneficial. The employees also noted that any training leave must be viewed by the employee as a useful and necessary step for him/herself and the firm. For this reason, there must be a fairly sophisticated system for matching employees to the appropriate training. In addition, the employee should be consulted with regard to what training he/she needs and should be informed of the training he/she will receive. The final observation of the employees was the fact that the use of in-house experts as course instructors has a distinct advantage. They have experience not only in the industry, but also in the company and are thus much better equipped to transform the theoretical into the practical

than an outside academic would be.

C. COMMENTS ON A NATIONAL SKILL DEVELOPMENT LEAVE PROGRAM

"Firm B recognizes that employees and employers in conjunction have an obligation to Canada and the Canadian economy to upgrade skills and increase productivity. There is, however, no panacea to achieving this objective, and no single rigid program can offer a solution without penalizing certain companies.

Upgrading of skills contributes to the individual, the company and the community at large. However, indiscriminate time off to attend courses unrelated to business cannot achieve these results."

Firm B has extensive training programs available to all employees.

"It may not be in our company's best interest to have government- designed programs replace our present training."

If a national skill development leave program were to be mounted, training managers in Firm B believed it should be geared to occupational training and be in the nature of an apprenticeship system. It would be important to keep the structure and rules simple. Any employee classification or eligibility criteria should be broad enough to limit any dispute as to what firms or employees qualify.

It was also pointed out that a regionalized program could present difficulties for multi-regional firms who had centralized programs, e.g., having to take into account different rules for each region.

With regard to incentives the following advice was given:

"The concept of tax deductions for programs' costs is a valid one. As companies have the expertise they must determine skill demand and develop courses, or select external business related courses, to upgrade their employees skills with a view to increasing productivity. This type of incentive would allow them to do so and would also recognize companies who have extensive training programs presently, as deductions would not be offset by program development costs.

Consideration could also be given to increasing the incentive (deductions to exceed program costs) in nationally strategic industries. Note that industries, not skills, should be the focus of any program as skill demands will change with the changing technologies and economies."

FIRM C

A. CHARACTERISTICS

Recognized as an innovative manufacturer of telecommunications products, this is a multinational firm with headquarters based in Canada. The firm has existed for only ten years. Across Canada, the employees number 3,000, and the breakdown in each category is as follows: managerial - 300, professional (including engineers and marketing personnel) - 1,080, clerical - 75, skilled (technicians and technologists) - 150, and semi-skilled and unskilled (assemblers and production control personnel) - 1395. The average age of employees is 26, and there are no employee unions.

The Director of Training indicated that management development, especially for individuals in transition from professional areas to management, is a priority training need in this firm; the training of technical and semi-skilled personnel is adequate and quite comprehensive. The in-house training programs in these latter operational areas are perceived by the four supervisors (two of whom are trainers) and four employee-participants to be dynamic and beneficial to the company's needs. External tuition-reimbursement programs are encouraged as well. However, a growing need for middle and high level management training is viewed as important not only in this firm but also in others in this fast-moving, highly technical industry. At this time, that training is seen as being performed best within the industry itself.

B. NATURE OF THE TRAINING PROGRAMS

When the firm first began in-house training, it was done on a weekend-retreat basis to minimize cost vis-a-vis productivity during company time. Even now for many of the firm's training courses time is "negotiated" with the courses run partially on the job and partially on the employees' time (e.g., one hour during office hours and one hour after hours). As an integral part of the training philosophy, all programs contain merit components mostly in the form of distinctive certificates for each course.

Within each of the four employee categories--technical, semi-skilled, clerical, and managerial-professional, training at several levels is carried out. In the technical areas, a pilot program is currently being conducted for Small Systems' technicians by a College of Applied Arts and Technology. The curriculum was jointly designed by the company personnel and college instructors. The Manager of Technical Training sees that, in view of a growing collaboration with the colleges, this kind of program is viable in the future. For the most part, in-house courses are related to the upgrading of technicians to the level of technologist (e.g., Calculus and Communication Circuits). It was explained that when an employee leaves the company to take a certified technologist program in a college, and subsequently returns, he is behind in the company's technology. Also, it would take an employee five years to complete a college's technologist program on a part-time basis. Therefore, employees are upgraded on company time in such programs as an 80 hour (half-day basis) course on digital electronics for the development of a new product. Employees

participate in programs when asked to by their supervisors and managers in response to internal postings about courses regarding new products. The percentage of technical employees who participate in programs varies from 30 percent in the small systems area to 100 percent in the technologist programs. One technologist who had participated extensively in the firm's upgrading courses believed that he had benefitted because of "increased technical knowledge, a higher salary, and more responsibility and opportunity for advancement."

Under the supervision of the Director of Assembly Training, the program entails assembly training at four levels, a Soldering course lasting three to four days, a one-day Component Identification course, and a one-week Rework and Repair course for skilled technicians. The design of a Recertification course is near completion and will be taken every year by each employee. A technician commented that before he took the Soldering course he felt he already knew the skills involved; but, in "relearning he was able to get rid of bad habits and learn the how and why (of all aspects of soldering)."

In the Materials Division, which consists of product planning, product control, materials planning, purchasing and warehousing, five courses are designed for the division's 122 employees and 26 supervisors. These courses are as follows: a one-week workshop on a particular computer software, a full-year night course at a college on Product and Inventory Control, an afternoon course from 3 p.m. to 5 p.m.-- Materials Requirement Planning--involving 14 videotapes, a 30-hour Bills and Materials course involving 16 videotapes, and several short

courses for the purchasing group (e.g., Negotiating). All employees are encouraged to take the computer software course and at least part of the Materials Requirement Planning course. A production control supervisor interviewed had taken four courses as well as the Introduction to Management course. She remarked on her attainment of knowledge pertinent to her job, her new awareness of a clear career path, and the gains for the company.

The clerical staff are encouraged to take such courses as Word Processing, Effective Telephoning and E-Mail courses. While a secretary gave the interviewer a demonstration of the E-Mail system, and a receptionist explained another communication device, both expressed their knowledge of the systems with confidence and a degree of enthusiasm which was worth noting.

The employees who have experienced some aspect of management training number 1,000 to date and the average amount of time each has spent is approximately 40 hours. Recently, the management training program has been reorganized into a number of modules totalling 140 hours. The modules vary between one half a day to blocks of five half days. Eight modules (for 60 hours) have been run to date, among them Problem Solving, Decision Making, Effective Presentations, and Introduction to Management. Special courses are also offered to marketing personnel during working hours, e.g., Customer Service Training. One supervisor in the instrument testing area, who had been employed by the firm for three years, had participated in four management courses, including Performance Appraisal offered for two full days. His absence was

covered by someone in his department. He gained knowledge of the supervisor's role, and he felt his performance had improved especially with regard to human relations skills. He had been appointed supervisor of 23 employees two months before his first course.

With respect to costs, approximately five percent of the training costs (mostly in the technical areas) are borne by the government and negotiations continue to seek more financial assistance. Approximately ten percent of the annual payroll is expended on training costs, a figure which the firm is attempting to have absorbed in its negotiated time-sharing scheme where employees are encouraged to participate in courses partly on their own time.

C. COLLABORATIVE PROGRAMS

One of the noteworthy features of Firm C's training scheme is its participation in a consortium developed recently and involving six similar organizations which collaborate on management training initiatives and share training resources. An executive director has been seconded from one company with the responsibility of initiating programs, seeking government funding arrangements and communicating with educational institutions. A 140 hour management training package was designed through the consortium and plans are underway to introduce computer-assisted instruction and to establish accredited courses in conjunction with local colleges and universities.

Two company officials view this consortium as a very viable and exciting concept in industries where management training is so

essential, but despite the efforts to minimize costs financial support from government is critical for sustaining such a collaborative venture.

Currently, Firm C has a healthy relationship with a few Ontario Colleges of Applied Arts and Technology and a growing relationship with some universities. The firm is heavily involved in Cooperative Programs with both types of institutions (i.e., students are placed in the firm for term projects), work continues with instructors at both levels to update aspects of curriculum and the company's programs (e.g., instructors often pay visits to the firm), and collaboration exists with joint pilot programs mounted especially for employees.

D. RELATIONSHIP WITH GOVERNMENTS

Any federal initiatives in establishing policy to build and sustain skill development leave programs were perceived to be fruitless unless collaboration takes place with industry and educational institutions. At present, the colleges and universities are unable to deliver up-to-date specialized technical programs to satisfy the needs of the telecommunications industry. Moreover, an exchange of resources, viewed as advantageous for both the industry and the institutions, should be encouraged. There is a perceived dearth of government support of management training programs, most particularly since professionals who are deemed by the company as eligible for such training cannot now be categorized as line supervisors within a nationally defined occupation.

Officials from Firm C would most likely support federal initiatives to put forth policy to support skill development training but they would want their industry to have some control over the guidelines. For example, the delineation of minimum and maximum time allowances for employees to participate in leave programs should be consistent with the types of training, the company's needs, and the company's decision about optimum times for an employee to be trained. Industry should set the criteria for employee involvement.

A Skill Development Insurance Plan, a Skill Development Savings Plan (with tax deductible contributions), and tax incentives (with tax deductions equal to or in excess of the program costs) would be supported by Firm C, but there is some concern about a Training Levy scheme. The firm has some experience with such a scheme in Great Britain. One disadvantage is that it tends to minimize the motivation for educational institutions to change (e.g., negotiate the curriculum for special educational programs) and direct communication between the industry and institution could be difficult to maintain.

In summary, Firm C's training programs are sophisticated, dynamic, and frequently being assessed for more cost-effective courses and up-to-date teaching techniques. Employee profit-sharing schemes and productivity-consciousness campaigns make the notion of time-sharing for training commonly accepted (i.e., a portion of training carried out on company time complemented by a portion on the employees' time) There exists some degree of cooperation with a few post-secondary institutions to exchange resources and to collaborate on the

development of curriculum. Half-day release is consistently used across all personnel categories for in-house courses typically lasting up to five days. Management training is considered a high priority training need at present, and Firm C is an active member of a consortium of six high-technology firms which combine training resources specifically for that training. Since the major part of all types of training is perceived as best conducted primarily by the industry itself, any government programs for encouraging industry-initiated training would be supported provided that every effort was made to cultivate and sustain collaboration between industry and educational institutions and communication between industry and government.

FIRM D

A. CHARACTERISTICS

Firm D, a subsidiary of a large U.S. manufacturer of office equipment, is primarily a service company in Canada. This firm has 3,110 employees, not including the two small Canadian-based manufacturing plants which report directly to the United States parent company and which will not be described in this case study. Most employees of Firm D are service representatives (1,210) and sales personnel (690), while managerial (480), administrative and clerical (450) and professional (280) personnel comprise the remainder of the employees. For every type of employee, training programs exist which are leave programs in the sense that employees are given time off work for courses and workshops. Although the recession has slightly affected the training budgets, necessitating adjustments in modes of delivery, the numbers of in-house training programs have been basically the same in recent years. The need for sophisticated in-house training at all levels will not decrease despite the slight reduction in total numbers of employees; efforts are constantly underway for improving program quality. Approximately half of the employees were engaged in some form of training in 1982.

B. NATURE OF TRAINING PROGRAMS

Two types of training, "generic skills training" and "functional training" are given in Firm D. The former is offered to all categories of personnel and financed within the management-training budget in the Human Resources Department; the latter is specific to each category

and financed by a separate budget. The generic skills courses include two in Management Awareness for potential and new managers each lasting five days (the first course lasts five days over two months and the second, five consecutive days); two Experienced Manager courses emphasizing leadership, personal awareness, planning and implementing, the first lasting five consecutive days and the second lasting ten days over two weeks; and three Senior Management courses offered by Harvard University and University of Western Ontario, the first runs for ten days, the second for six consecutive days, and the third for five consecutive weeks. The second Experienced Manager course and the first Senior Management course are given at the U.S. training facility where travel and accommodation are provided by the company. The first three courses are offered by Canadian management training staff who also conduct "focused" short courses on request (e.g., Effective Meetings, Problem Solving and Presentation Skills). The average amount of time spent in some form of training by managerial, professional and clerical participants was five days in 1982.

An interesting innovation which management training staff are devoting energy to is the democratic concept of "productivity groups" within each department. All types of employees in these working groups are given decision-making training (e.g., in conflict resolution) and in their meetings put forth suggestions about ways in which employees can be more productive. Often, these suggestions are implemented by senior management, if only on a pilot basis.

Functional sales training courses include Product Knowledge taken in a

four-week block, Sales Skills taken in a two-week block--both for new sales people; upgrading and developmental courses in sales skills training which last between two days and one week; and remedial courses lasting one to two days. Most of the teaching methods are seminar and socratic (lecturer in front of class), although videotapes are used increasingly. Thirty percent of the sales staff are trained each year. The 1983 budget is approximately five percent of the annual wages of sales personnel.

Functional service training combines some face-to-face teaching with self-administered techniques; the Service Department is moving toward an increase in criterion-referenced (self-paced) instruction with the use of a "course administrator" for monitoring progress and handling learner questions. In-house training is seen as advantageous not only for disseminating information about company products but also building on skills which employees already possess. Skill requirements include interpersonal skills, knowledge of administrative procedures, mechanical aptitude and basic electronics skills. The courses are as follows: (1) courses designed for the acquisition of the required skills at three progressive levels, and courses to train for (2) operational service representative, (3) operational product specialist, and (4) branch service specialist (the latter include skills to conduct remedial service and assist the service manager). At any time during his/her employment, an employee is eligible to apply for sales or management training. A service representative receives a certificate for each training unit completed, and his/her personnel files are updated to reflect progression through the units.

C. COLLABORATION

Officials in Firm D did not see the need for collaboration with other firms since they have extensive support in designing programs and materials from their United States counterpart. Nevertheless, they were sympathetic to the needs of smaller firms, and in common skill areas such as management training and basic mechanical skills training could support the notion of sharing programs.

D. RELATIONSHIP WITH GOVERNMENT

Firm D participates in TIBI (provincial) financed programs for their service technicians. The Service Training Manager, eighteen years with the firm and more knowledgeable about funding sources for in-house training than the other interviewees, was in favour of federal initiatives with regard to leave programs but pointed out a need for more control mechanisms than presently exist with government sponsored programs. He referred, for example, to the inequitable arrangements of large, wealthy firms being able to take advantage of government funding, whereas smaller firms are not encouraged to do so. He projected that some degree of support might exist for a tax incentive funding arrangement but objected to a levy scheme on the basis of costs to smaller companies. With increasing costs of operations augmented by costs of mounting programs, they would most likely not be able to maintain progressively advanced training programs for workers who build up expectations for increasingly sophisticated training or positions with more responsibility. If workers in these firms were not laid off due to high operational costs, they might seek more challenging jobs

with other firms. With respect to legal rights for training programs, employees should have a qualified "right" only if the firm has the prerogative to select appropriate candidates for its leave programs.

In summary, Firm D has sophisticated in-house training programs at every level with many resources and learning materials shared with its affiliated United States firm. The distinctive feature is the separately financed functional programs within specific employee categories and the broader "generic" training conducted under the aegis of management training within the Human Resources Department. As a firm with well orchestrated control of its own training programs, its representatives could only see government skill development leave programs being supported by industry if the latter had major control over all elements of the program, including selection of participants.

FIRM E

A. CHARACTERISTICS

Firm E is a long-established, multi-national manufacturing firm which operates several plants in Canada. It currently has approximately 5,000 employees in Canada, most of whom are located in Ontario. The breakdown by employee category is as follows: Managerial - 311, professional, scientific and sales - 1,197, clerical 695, foremen - 326, skilled, semi-skilled and unskilled personnel - 2,460.

Though there is some planning and policy coordination at the national and international levels, the operation of training and development programs is virtually completely decentralized to the plant level. Each plant, or group of plants at the same location, has a Director of Training and Development.

The particular group of plants visited by the research team is located in Ontario, and has approximately 1,500 employees, about 300 of whom are white-collar, 1,200 blue-collar.

B. NATURE OF THE TRAINING PROGRAMS

The firm makes a sharp distinction between skill training and development. Development programs include training in management, first-line supervision and human relations. These programs are organized at the plant level by the Director of Training and Development, as needed. In the plant which we visited, a schedule of offerings is disseminated through regular channels, four to five months in advance. Participation is voluntary, and the demand is usually

greater than can be met.

While only potential supervisors are selected for first-line supervision training, all categories of employees are eligible for human relations programs. As a target, the firm would like to see six percent of an employee's time devoted to development programs. In the case study plant, the actual figure for 1982 was 3.5 to 4.0 percent. A typical program may be two to three days in length.

Recently, the plant has been experimenting with a concept known as "team-building". An entire work crew is brought in for human relations training on a day off, and is paid overtime. This has proven very popular with the employees.

A foreman interviewed said that he had attended four courses in the previous twelve months, each lasting two to four days. This included one four-day course organized at another plant in a nearby town, with an instructor brought in from the United States. He said, "The emphasis on team-building makes you feel a part of the team. It gives you a sense of worth."

Most development programs are handled internally, but occasionally instructional services may be provided by a local community college. Faculty from the college and a nearby university both assisted in the development of a needs analysis instrument for use in periodic reappraisal of the development program. Participants help evaluate each course, though participants themselves are rarely, if ever,

evaluated at the conclusion of a course.

During previous recessions, development budgets have suffered badly. During the current recession, however, a different approach has been consciously chosen, and an effort has been made to maintain the development program as much as possible. The Director of Training and Development indicated an increase in both courses and participation during the recession, and employees interviewed agreed that in recent years they had detected a genuine improvement in attitude toward training and development on the part of management.

Skills training is decentralized within the plant, and the Director of Training and Development has little, if any, involvement with it. The plant has 43 employees who are designated as instructors, and who spend all or part of their time working on the job with other employees. The plant is divided into areas, and each area is assigned a varying number of instructors. In the case of one instructor interviewed, his area has four instructors and two additional "reserve" instructors. The instructors are given some specialized training before undertaking their duties. They are then responsible to provide eight weeks of basic on-job training to an employee moving into the area. Thereafter, there is a five year training plan which calls for the instructors to work with each employee periodically. At present, instructors may be called on to fill in when an employee is absent, but the goal is that all instructors should be teaching virtually at all times.

The firm also has arrangements through which employees may be

reimbursed for college and university courses taken on their own time.

C. RELATIONSHIPS WITH GOVERNMENT

Officials of the firm emphatically rejected the concept of a legal right to skill development leave, though they indicated that entitlement to leave of absence without pay might be another question. They further rejected the legislation of a specified number of days, and the accumulation of unused credits. In the event such a program is undertaken, it should be available only where there is a demonstrable need, and the business community alone should make the decision. Neither unions nor governments should be involved. Employers already have the power to deduct training expenses from their incomes, and other proposed funding strategies have nothing to recommend them. However, an additional direct tax deduction for employers would be better than filtering money through a government agency where 90 percent of it would be spent on maintaining the bureaucracy, rather than on training programs.

Asked if the firm had any suggestions for the Task Force, the reply was:

"Yes, stay the hell out of it. Government's crushing interference is too prevalent already Responsible businessmen are going to develop their own employees according to the company's and the employees' needs. Unresponsible business men will steal from other businesses. But those companies which don't improve their own employees will go under, unless government steps in and bails them out."

FIRM F

A. CHARACTERISTICS OF THE FIRM

This is a large, well-established firm in the natural resources sector, with a total of 14,530 employees. Of the total, 3,147 are salaried, generally white-collar employees, while 11,383 are hourly, blue-collar employees. The bulk of the firm's operations are concentrated in British Columbia, but it also has 800 employees (80 salaried, 720 hourly) in the Prairie provinces, 600 employees (60 salaried, 540 hourly) in Ontario, and 200 employees (20 salaried, 180 hourly) in Quebec.

The firm is organized into divisions, many of which are set up as separate companies themselves. Though the parent company has an officer responsible for training programs and policy throughout the organization, the divisions have a great deal of autonomy and are responsible for their own training programs under general policy guidelines. The guidelines state that all employees should have access to training opportunities that are mutually beneficial to both employer and employee. Implementation of the guidelines varies widely.

The firm has had an active training program in the past. However, 1982 was a year of severe restraint, and, as far as senior management personnel are aware, all divisions discontinued training in 1982 because of lack of funds, and lack of staff turnover. Hence, the description of the program which follows is based on 1980 and 1981 figures. This description is based almost entirely on interviews with

management personnel, as union representatives declined to be interviewed. One non-union, salaried employee who had previously participated in the firm's training programs agreed to be interviewed, and her responses were generally supportive of the management position.

B. NATURE OF THE PROGRAM

While there are some differences for each division of the firm, in general, three main kinds of training programs have been offered: (1) supervisory training has been offered to salaried personnel (this has been discontinued because of lack of funds for training); (2) machine-operator skill training (discontinued because there are no new operators to train, and no budget for such training); and, a program for upgrading journeymen--e.g., from electrical technician to electronics technician (also dormant for budgetary reasons). As an aside, it should be noted that the firm participates in apprenticeship programs as well, but the number of apprentices is currently down, because of substantial layoffs in the firm.

The firm has made use of day release, block release and extended leave formats, but finds it impossible to determine the percentage of the work force which participated in programs in any given year. However, salaried employees have more opportunities for training, because a broader range of courses can be seen as relevant to their work.

The firm also found it impossible to estimate the percentage of the female work force participating in training programs. As a policy matter, all female employees have the same access to training as all

males, salaried or hourly. As a practical matter, however, the largest number of female employees are in clerical classifications, and the largest number of training opportunities are not aimed at those classifications.

For salaried personnel, the only criteria for participation are the interest and willingness of the employee and the recommendation of the supervisor. For hourly personnel, training happens usually when an individual changes jobs. The competition is for the job, not the training, and seniority is the most important factor in the competition. Therefore, the more senior person will be more likely to get training. Or, if new equipment is introduced, then all workers in a given job may be retrained at the same time.

For salaried personnel, the policy guidelines are forty hours a year of training, though actual practice varies widely between divisions and circumstances. For hourly personnel, the average would be less, except under special circumstances, such as the opening of a new mill with all new equipment.

Whether salaried or hourly, if the firm sends an individual on a course, full salary and benefits are paid. If an individual asks for leave of absence to take a course, then no salary is paid for the period but benefits and seniority are maintained. At the end of training leave, the company has an obligation to re-employ an hourly person in the same job, or a salaried person in an unspecified job.

If the firm sends an individual on a course, then the firm bears all of the associated expenses. If the company agrees to sponsor an employee at the employee's request to a course considered to be of mutual benefit, then the firm will pay fifty percent of the expenses initially, and pay the other fifty percent upon successful completion. The company will pay no expenses for courses not considered mutually beneficial. For salaried personnel, a wider range of courses will be deemed to be mutually beneficial; so, as a practical matter, hourly employees have less chance of having their costs paid.

Until very recently, government funds were not available for management training. That has now changed somewhat, but the firm has had little experience with the new regulations. In 1981, probably about forty percent of training costs for hourly personnel were borne by programs such as the federal CMITP and similar funds.

For salaried personnel on day release, there would be no formal substitution arranged, though some informal covering might be arranged. For block release up to a week, or possibly two weeks, a lower ranking employee would fill in without a pay adjustment. This would be considered training for the substitute. For a three week period or more, the substitute would almost certainly receive a pay adjustment. For hourly employees in most situations, all absences, however brief, must be covered by a substitute employee supplied by a system of trained relief workers from lower ranks who receive the higher rate of pay for the period of substitution.

The effect on output, productivity and quality during the absence of a program participant is too complex and varying for the firm to measure in general terms. As for changes in output, productivity and quality following training, this, too, is almost impossible to measure, especially for management personnel. The aim might be twenty percent improvement at best. For highly skill-oriented training programs which incorporate a great deal of practice, the results are much more tangible, and expectations of increased output go up dramatically.

For salaried personnel, evaluation after training is not done in any manner. For hourly personnel, the supervisor will physically stand and watch to ensure that the employee can competently perform the new task. If there were a problem, it would be recorded in the personnel files.

For hourly personnel, labour studies programs are provided by the union, under terms included in collective agreements. The firm usually provides a leave of absence, with benefits only paid during leave. The firm does not consider this part of its training policy. For salaried personnel, many of the firm's courses include some labour studies, including some union history, as it is often found to be quite useful for the managerial and supervisory staff. Neither salaried nor hourly employees receive much in the way of general, social or civic education.

The firm has used both internal trainees and consultants to operate its programs, and has in addition relied on technical colleges in the case

of hourly employees.

It is nearly impossible to gather data on training costs in the firm.

"Managers hide training costs under every conceivable cost code when times are tight. There is no realistic way to research that."

The corporate Director of Training said,

"In 20 years, I have never seen lower levels of training. Only two divisions in the entire company are presently doing any training, and there it is strictly bare bones, on the job. We would like to expand training again, but not in the foreseeable future. The most pressing need under present circumstances in this firm is improved management. Training there will be the first priority, since the major difficulties experienced by this firm over the last few years have been management problems."

C. RELATIONS WITH GOVERNMENT

The firm was willing to consider a legal right to skill development leave, within certain conditions. Specifically, it should not be at the company's expense, should not disrupt normal operations, and training should be mutually beneficial both to the employee and the employer. The maximum time allowed should vary with seniority: employees with under five year's service would be allowed four days per year; five year's service or more, ten days per year. There should be no accumulation of credits.

In this firm's opinion, industries themselves want to determine their own training policies. They want control over training in skill areas they do need, and no financial responsibility for training in skill

areas they don't use. The firm will not support taking control out of the hands of business--particularly control of money. Training should come under the discipline of profit and loss. It's a bonus to have the costs tax deductible.

"The idea of training is pretty basic. If you have people working with millions of dollars invested in equipment, you would be crazy not to train them adequately, and to train management adequately."

"For salaried personnel, frequent impetus for training is technological change in the work place. You're continually forced to upgrade workers."

"For governments to initiate training doesn't make much sense. Even the offer of money isn't much good over and above what the company identifies as its training needs. If I train people, I eventually have to pick up the added cost of paying them, so it doesn't pay to overtrain them."

"The exception which is coming along is occupational health and safety training, where governments take initiative when health hazard levels and accident rates are considered unacceptable."

As a partial alternative to training, many industries need incentives for skilled people to move and reside where the jobs are. The firm feels that the costs involved in training are almost universally underestimated.

FIRM G

A. CHARACTERISTICS

This is a fast-food chain, employing about 40,000 mostly semi-skilled, non-unionized workers, the majority of them earning the legal minimum wage. Of the total number of employees, 34,000 are categorized as semi-skilled, 5,000 as managerial and 1,000 as clerical/sales personnel.

About half of the chain is operated directly by the corporation, the remainder are franchise outlets. The philosophy and management of skill development programs are the same in the company-operated and franchise-operated parts of the chain. The discussion below is based, in part, on a telephone interview with the Regional Training Manager in Toronto and in part on a face-to-face interview with an Area Manager in Kingston, as well as a brief inspection of the company training manuals.

B. NATURE OF THE TRAINING PROGRAMS

The chain reports a 99 percent participation rate in its training programs, both for the "crew employees" and the management personnel. However, given the nature of the fast-food retail business, the vast majority of the trainees, i.e., the crew employees, receive only short-term, task-oriented training, resulting in a minimal level of skill development.

The initial training of new crew employees consists of 18 hours (typically in 3-hour blocks) where the "senior" employees act as instructors, following a set program outline developed by the company.

After 20 hours of independent work, the trainee is evaluated by the instructor and successive performance evaluations and wage appraisals take place every four months.

In each outlet, there are eight work stations (a typical outlet employs between 60 and 100 people). Each time an employee becomes eligible for work at a higher station, he receives three training sessions (three hours each). The employee who has reached the highest station cannot receive further "crew" training, but can be trained for a managerial position (if eligible).

The management training process follows a module system, based on a six-volume training manual developed by the corporation (its U.S. parent). The process basically amounts to on-the-job training on employer's time, where the trainee works as an intern part of the time and then actually performs the tasks on his own while mastering the content of the appropriate volume of the training manual. (Volumes 1-3 prepare for lower management responsibilities and all employees who enter the management stream normally complete them. Volume 4 prepares the trainee for the job of Store Manager, Volume 5 for Advanced Store Manager and Volume 6 for Area Supervisor).

A crew employee in a trainee program has to achieve a 90 percent mark for a pass; those who fail are given a second chance and, if they fail after that, are put on probation. As for management trainees, the owner of the franchise has the option of keeping an employee who failed, but demonstrated an ability to perform as a manager.

In addition to internally run programs, the corporation or the franchisee may pay tuition for courses taken outside, if job related. However, the number of employees taking such courses is very small, because in the words of one of the interviewees, "we offer almost everything ourselves".

1. Financing of Programs

All training is normally at the expense of the franchise holder (or the corporation in outlets directly operated), but each franchisee has access to the corporation training manuals at the printing cost. The franchisee has an option whether or not to follow the manuals, but the corporation encourages their use.

Each franchisee pays to the corporation a management service fee of three percent of net sales. This gives him access to any course offered by the corporation (nationally or internationally). These are mostly one-week block release programs expanding on the material contained in the six-volume training manual and covering special areas (e.g., management development, maintenance, personnel management, time planning).

The estimated cost of the initial employee training is about \$160 per person (mostly wages). It should be noted that the work force turnover in this industry is very high: outlets operated directly by the corporation have about 100 percent turnover each year and the franchisees about 40 to 50 percent. The franchisees budget

roughly 1.4 hours of training (at about \$4/hr.) for every thousand dollars of sales. The wage bill is about 20 to 25 percent of sales revenues; thus, the cost of training as a percentage of wage bill is around 3.5 percent (this is, of course, partly offset by the value of the output trainees deliver as a by-product of their on-the-job training).

2. Effectiveness of Programs

In the assessment of the interviewed executives, training leads to "much improved" output/productivity/quality. In addition, they observed that both at the crew level and the management level the employee turnover was reduced as training became more formalized and sophisticated.

The corporation does not have in place a formal method of program evaluation. It does, however, make use of anonymous questionnaires to solicit feedback from trainees as well as forms and check lists completed by managers and periodic evaluations of performance by supervisors. The current recession has not led to any changes in the scope of programs or participation.

C. REACTIONS TO POTENTIAL GOVERNMENT POLICY INITIATIVES

The legal right to skill development leave was viewed by those interviewed as an unnecessary complication, since "if a firm is doing a proper job and wants to remain competitive, it will take care of training on its own". Granting of such a right was seen as equivalent to the Professional Development Days presently given to teachers and "as

such would lead to similar misuse".

There was strong support for tax incentives for training; all the other schemes envisaged in our questionnaire were rejected. The scope for a direct government role in skill development training in this industry was described as very limited, since the training is very task-oriented and job-specific. It was noted that in the past the corporation and franchisees hired people with high-school courses in food technology, but this background seems to have made very little difference.

Another kind of experience with government programs was also mentioned in this context: governments make available job creation grants on a seasonal basis, but the franchisee interviewed has not taken advantage of them because of the burden of required paperwork. By implication, any government initiatives in the area of skill development which would impose administrative burden on the employers, would likely be greatly resented.

FIRM H - THE TRUST COMPANIES INSTITUTE

Introduction

This case differs from the other seven studies presented in this Appendix in that the institution under analysis is not a single firm, but a cooperative educational project jointly sponsored by most firms in the industry. The Trust Companies Institute was founded in 1974 as the educational arm of the Trust Companies Association. The Institute itself does not offer lectures or correspondence courses, but provides resources, including consultations to the member companies on developing their educational programs, confers professional designations and administers professional standards.

The discussion below is based on interviews conducted in Toronto with Mrs. M. Elizabeth Smith, F.T.C.I., Director of the Institute and Mr. Glenn Gray, Assistant Director, as well as executives of two large trust companies. In addition, a number of Institute publications and documents, including annual reports, program descriptions, statistical summaries of program activities, and summaries of reactions from program participants were consulted in its preparation. A brief description of the activities of the Institute is also in the report of the Commission on Educational Leave (Adams et al., 1979, pp.197-200).

The Member Companies

The Institute serves some 45 companies in the industry, employing about 27,000 people, ranging in size from 10 to 5,000 employees. According to a rough estimate furnished by the Institute, 70 percent of the employees in the industry are located in Ontario, 15 percent in Quebec, seven percent in

the Prairie Provinces, six percent in British Columbia and two percent in the Atlantic Provinces. (The February, 1983 registrations for examinations in five technical areas to be held in May, 1983 were distributed as follows: Ontario - 240; Quebec - 58; British Columbia - 43; Prairie Provinces - 39; Atlantic Provinces - 19.) Because of this geographic distribution, the Institute operates from Ontario, but has regional sections in Vancouver, Victoria, Calgary, Winnipeg and a strong group operating in Quebec.

The industry work force consists almost exclusively of white-collar, non-unionized, salaried employees. Although the occupational breakdown into the three white-collar categories utilized in this report (managerial, professional/scientific, clerical/sales) was unavailable, it was noted that the occupational categories vary considerably from company to company, depending upon the mix of its activities (real estate business vs. fiduciary business vs. retail savings functions, etc.).

Programs of the Institute

Three types of programs are offered under the auspices of the Institute: technical education, business education and management development. Technical education may last for up to five years; it is designed for specialists in 17 different service and management areas, e.g., accounting, business valuation, investment and trust services of various kinds, personnel. Most of the programs are given on employees' own time, but some employers do give time off for study before exams. Brief periods of technical training on specialized subjects (e.g., mortgages, etc.) are conducted almost exclusively on employer's time in the form of two-hour or three-hour release programs.

The business education program takes two to three years and is for employees starting out in the industry. It consists of six subjects (30 to 45 classroom hours per subject) offered by community colleges, universities or professional associations approved by the Institute.

The management development programs are designed for three different levels of management: "managing for productivity" programs are for the first-line supervisors, "managing for effectiveness" programs are for managers of supervisors, and "managing for organizational performance" programs are for senior managers. This training is conducted as block release programs, three, five or six days in length, on company time. An individual is likely to participate in one, or at most two, such programs per career.

There are no prerequisites for entering into any of the programs; however, accreditation or professional designation is only granted upon successful completion of the program if some further prerequisites are met. The technical education program normally leads to the designation "Member of the Trust Companies Institute" - M.T.C.I.; the prerequisite is successful completion of prescribed courses plus four years of service with a member company (two of which at specified senior level). As of November 1, 1982, there were 1,124 member diplomas issued, 1,077 to male and 47 to female employees.

Upon completion of a business education program, and after a minimum of one year of service with a member company, a Business Education Certificate is granted. As of November 1, 1982, there were 1,177 such certificates issued,

810 to male and 367 to female employees.

Senior managers, with recent management education and specified length of service in managerial positions, demonstrated leadership and significant contribution to the Institute and/or Association activities may receive the designation of a Fellow - F.T.C.I. As of November 1, 1982, there were 65 Fellows, 64 male and one female.

The highest designation, Councillor - C.T.C.I. - is awarded to candidates having made outstanding contributions to the industry and having served in an executive capacity for a specified period of time. As of November 1, 1982, only 17 individuals, all male, achieved this status.

The member companies differ in their insistence on employee accreditation. The Institute representatives expressed the opinion that accreditation should not be a mandatory requirement for promotion, since this might eliminate from consideration some talented employees with good potential. The Institute itself has no power to impose accreditation requirements on the member companies. It appears that some companies increasingly use accreditation as one of the criteria for promotion and thus as an incentive for employee training; as well, they actively encourage employee participation. Others, however, "regulate" participation in times of austerity by various means, among them manipulating the dissemination of information about availability of programs. (The Institute normally handles the dissemination of information through its network of company representatives, although it does distribute some of its materials directly to branches of the member companies and through its regional sections.)

The Institute had a total budget of \$570,000 in 1982 plus an additional \$150,000 to \$200,000 of volunteer time from experts in member companies at its disposal. In 1981, 57 percent of its resources came from its own revenues; the rest was direct financial support from the member companies (the Institute's objective is to achieve 75 percent financial self-sufficiency). It has not been supported by any government. (A 1977 offer by the Ontario government to give a grant to the Colleges of Applied Arts and Technology toward developing programs for the Institute was not accepted since the prerequisite of instructors' practical experience could not be met.)

The resource materials for programs in five specialty areas unique to the industry have been prepared by experts from member companies (corporate trust service, pension trust, personal trust, financial services, mortgage services). In other areas (e.g., accounting, investment, real estate), the Institute identified and accredited selected programs offered by other professional associations and colleges and universities.

The current recession has had a significant impact on training programs in this industry: the earned income of the Institute dropped by 50 percent and its staff had to be reduced from eleven persons to seven. The management development programs and shorter seminars have been cut most and their fees were also raised. Some cutbacks occurred also in the technical education programs. The member companies cut down their internally run programs as well. Employer interest in program participation increased in

1982 as compared to the previous year, but some companies are exerting subtle pressure on potential candidates to postpone participation (or at least the dissemination of information about programs is minimized).

Evaluation of Program Effectiveness

Formal and informal assessments of the programs, their work load, relevance, etc, are typically conducted on-site, during the training itself. After completion of the program, the participants are asked to fill in a "reactionnaire" rating program characteristics such as stated purpose, content, and work load, as well as commenting on personal objectives and the degree of their achievement, selection for participation, etc. In addition, participants and their managers make post-workshop reports to the Institute, recommending changes and adjustments.

Recently, with the help of the Statistical Consulting Service of the University of Toronto, the Institute developed and implemented, on an experimental basis, a formal statistical evaluation procedure for its management development programs. It is based on a 35 item "Managerial Effectiveness Check List" on which both the participant and his manager assess performance before and after the program. To ensure validity, the manager has to be the same person both before and after the program. Due to transfers and departures, the number of matching pairs satisfying this requirement is often considerably reduced.

Two levels of management development programs conducted in 1981 were evaluated by this method. In the "managing for productivity" programs (29

check lists received), all respondents reported a positive change after program completion. In ten of the 35 areas, the change was statistically significant at the one percent level, in 14 areas at the five percent level. While both managers and participants reported the same direction and magnitude of change, in two of the 35 areas they differed as to the level of performance both before and after the program.

In the "managing for effectiveness" program (33 check lists received), negative, but not statistically significant, changes were reported in two of the 35 areas. A positive change, significant at the one percent level, was reported in 17 areas and change significant at the five percent level, in eight areas. Participants and managers differed significantly in their assessment of performance levels before and after programs.

Delivery of Instructional Services

In this industry, some (large) companies prefer to develop their own programs and utilize the services of the Institute to a much lesser degree than some other, equally large, companies. The reasons are numerous, but the most important is the availability of qualified personnel. Those who draw upon the Institute more frequently do so for such reasons as the extra length of time needed to develop their own programs even though qualified instructors may be available in-house, or the company's Chief Executive Officer has a special involvement in the Institute's activities. Six member companies use programs developed by the Institute for in-house programs (either with the Institute's or the company's instructors).

The Institute has an elaborate procedure for selection, training and

accreditation of program instructors; they have to undergo a series of interviews, internship programs working with consultants and Institute personnel, and hold regular meetings to share experiences. The companies are encouraged to use outside experts as instructors in their programs. Situations where the instructors are experts employed by a member company teaching trainees from competing companies do not, in the assessment of those interviewed, generally give rise to conflict of interest. It was observed, however, that this issue may be a serious obstacle to the development of cooperative training in industries characterized by high technology and rapid technical change.

Financing of Program Costs

The trust companies pay 100 percent of the employee salary while he is in a program operated during working hours, as well as the cost (tuition, books, etc.) of all programs. Occasionally, time off work is given for studying for exams at the discretion of the supervisor. In some companies, if an employee fails, he can repeat a program only at his own cost, but some employers pay even for his repeating. The estimated program costs to the companies were given at about one percent of the total payroll cost.

When asked to express their opinion on the various potential schemes of financing skill development leave programs, described in our questionnaire, the interviewees preferred the tax incentive method to the levy/grant system. The main attractive feature was perceived to be the flexibility and choice inherent in tax incentives, in contrast to schemes requiring the employer to spend some amount of money. The option of writing off more than 100 percent of the cost of training was preferred on the grounds that

it is a logical counterpart to the tax treatment of R & D expenditures (which, in many respects, resemble training expenditures). The Registered Educational Savings Plan concept was viewed as an adjunct, i.e., an incentive to participants to be combined with tax incentives offered to the firms. Such plans should, in the view of some of those interviewed, be also available to families and should be used as a subsidiary means of financing the skill development of young people before they enter the labour force.

Any employer contributions should be made voluntary, following the principle of choice and flexibility: the employer's financial participation in a program should be a choice, not a requirement. One potential danger seen in the levy/grant system is the possibility of waste inherent in the pressure to use up the fund, once created (e.g., by operating low-quality, less-than-up-to-date programs). One interviewee was of the opinion that some component of the program costs should always be borne by the trainee as a matter of policy, to make him more interested in successful completion of the program.

Reactions to Potential Government Policy Initiatives

The legislated right to skill development leave was described by one interviewee as a "European notion" which does not fit the North American environment. In the view of most of those interviewed, it would inevitably lead to adversarial situations and add to business costs. Some also feared that the existence of such a right might lead to waste, since skill development leave would be taken "simply because the right is there", regardless of real need. And, judging from experience with other

government programs and entitlements, once enacted, it would be difficult to abolish in the future, even if the experience with it proved to be clearly negative.

All the safeguards listed in our questionnaire were viewed as "critical", or, in the words of one interviewee, "the employer must have a complete right to dictate who does what, if he is paying." In addition, the suggestion was made that an overall ceiling on the annual cost of programs to the firm should be added to the list of safeguards.

There was general agreement that training programs should be created selectively, rather than in a universal fashion, concentrating on high need areas as determined by Manpower and Immigration Canada. Among the criteria for selection of participants, "future potential" should be predominant. As for suggested number of days of leave an employee should be entitled to, it ranged from one to two days for the clerical/sales personnel (tellers) to four weeks for managers.

The accumulation of credits for skill development leave from one year to another was opposed on the grounds that the leave policy should be consistent with sick leave and vacation policies, neither of which allow accumulation of credits in most companies in the industry.

The case of inadequate training opportunities for women (in general, not necessarily in this industry) was advanced by one of the interviewees as an argument for more government intervention in industrial training.

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